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ABSTRACT

A project was conducted to develop and implement a system which would facilitate (1) communications relating to career education between and among the states and extra-state jurisdictions, federal agencies, and national organizations and (2) the strengthening of career education leadership personnel in the areas of planning, organization and coordination, funding patterns and strategies, and information dissemination. To accomplish these goals, the Committee on Career Education organized two task forces: the Communications Task Force (CTF), which was comprised of six state directors of career education, and the Staff Development Task Force (SDTF), which was comprised of seven state directors of career education. The CTF developed a newsletter (EXCHANGE) as a source of information for chiefs and state directors of career education and organized two national conferences for state directors/coordinators of career education. The SDTF developed, field-tested, and modified an information-gathering instrument designed to provide information on competencies perceived to be desirable and the extent to which these existed. This instrument was used to collect data at the first national conference, and the collected data served as a basis for planning the second conference. The high priority needs identified by the survey were needs assessments, evaluation, utilizing advisory councils, and implementation. In addition, the project produced several print products related to these priority needs. (These products, conference evaluation reports, and other conference-related materials are appended.) (BM)

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STRENGTHENING STATE LEADERSHIP
IN
CAREER EDUCATION

A Final Project Performance Report

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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July, 1976

CE 017 602

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FINAL REPORT

STRENGTHENING STATE LEADERSHIP
IN
CAREER EDUCATION

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FINAL REPORT PART I

CAREER EDUCATION PROGRAM (13.554)

1. Project No.: 554AH50020
2. Grant No.: G007502289
3. Nature of Report: __Semi-annual X Final

4. Project Title: Strengthening State Leadership in Career Education
5. Period Covered By This Report: From: 7/1/75 To: 6/30/76.

6. Category of Project (as specified in 45CFR 160d.5 and 160d.11):

__Incremental __Settings __Populations __Training

X Communications __State Plan

7. Project Director:

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9. MAJOR ACTIVITIES

During the period covered by this report (July 1, 1975-June 30, 1976) a variety of activities have been carried out under the auspices and the provisions of the project grant. All of the activities, it should be noted, relate directly to the two major goals of the project:

1.0 To develop and implement a system which will facilitate communications relating to career education between and among the states and extra-state jurisdictions, and federal agencies, and national organizations; and

2.0 To develop and implement a system which will facilitate the strengthening of career education leadership personnel in the areas of planning, organization and coordination, funding patterns and strategies, and information dissemination.

Committee on Career Education (CCSSO)

Toward accomplishment of the first major goal noted above, the project has worked closely with the Committee on Career Education of the Council of Chief State School Officers (CCSSO), both to keep this group informed of developments relating to the project, and at the same time to help the Committee -- and the CCSSO -- communicate its opinions and attitudes about career education to the state directors/coordinators.

The 1975 Committee on Career Education was informed of, and seriously examined the proposal as it was written prior to its submission to the USOE (Denver: April 1975). The Committee subsequently reviewed the proposal after it had been submitted and had been negotiated, but still prior to any grant award announcement (Washington, D. C.: June 1975). As a result of these and other communications (which actually took place prior to the period covered by this report), the Committee, and indeed the entire Council, was well informed as to the intent and scope of the project proposal.

The Committee, as it has been constituted during the past several years, has been a major component of each of the career education projects that have been sponsored by the CCSSO. As has been reported elsewhere, the Council of Chief State School Officers has endorsed and supported the concept of career education. Resolutions to this effect have been adopted at each of the several past annual meetings of the Council, and for the past four years, the Council has had either a Task Force for Career Education or a Committee on Career Education among its committee assignments.

The growth -- as well as the continuity -- of interest in the concept of career education on the part of the Council can be seen in listings of the Task Force and Committee on Career Education:

1973 Task Force on Career Education

Jack P. Nix, Chairman

Donald Barnhart
A. W. Ford
Cecil Stanley
Robert A. Withey

1974 Committee on Career Education

Cecil E. Stanley, Chairman

Robert Benton
A. W. Ford
Marshall Lind
Weldon Shofstall
David A. Speir
Robert A. Withey

1975 Committee on Career Education

Robert D. Benton, Chairman

Anne Campbell
A. W. Ford
Calvin M. Frazier
John W. Porter
Thomas C. Schmidt
Roy Truby
Carolyn Warner
Robert A. Withey

1976 Committee on Career Education
Robert A. Withey, Chairman

Anne C. Campbell	Louis Michot
W. E. Campbell	H. Sawin Millett, Jr.
Samuel H. Ingram	Newell J. Paire

The manner in which the Committee on Career Education functions can be illustrated with an excerpt from the report submitted by it to the Council membership in July, 1975:

> The Committee is of the opinion that the first Council project played a key role in the growth, in terms of both numbers and quality, which took place in career education efforts. In the opinion of the Committee, the second Council project, "The Status and Progress of Career Education", has occupied a similar role, and has had similar results, including the strengthening, as it were, of the state directors/coordinators of career education. An indication of this can be seen in the formulation of the recommendations which emanated from the second annual conference in career education sponsored by the Council. This conference held in Denver, had as its theme, "State Leadership in Career Education". It was attended by over ninety people from some 43 states and extra-state jurisdictions. (Again, individual transportation costs of participants were borne by individual state budgets or, in the case of some, individual private or personal budgets.)
>
> The recommendations alluded to were made a part of a separate report to the Committee, and they in turn will be shared with the Council membership after the Committee has had an opportunity to review, refine, accept, or reject them. Suffice to say, however, the Denver conference and the products were an excellent capstone for the year's activities; they were also a good introduction into another year's efforts.
>
> Consistent with the efforts of the Council and the projects during the past two years, the Council has submitted a proposal for a third year's effort -- "Strengthening State Leadership in Career Education". If this proposal is funded, the Council project will be able to (1) provide

assistance for staff development needs (in terms of career education); (2) provide a workable communications network; and function as a dissemination device or vehicle.[1]

During the period covered by this report (July, 1975-June, 1976) the Committee on Career Education met on three different occasions:

- Atlanta, Georgia
  November 16, 1975
- Washington, D. C.
  February 29, 1976
- Washington, D. C.
  May 13, 1976

Additionally, the Committee has been involved in other communications efforts through use of the telephone, memoranda, newsletters, and similar devices and/or techniques.

At its Atlanta meeting, the Committee reviewed, considered, revised and accepted the proposed position statement that was prepared by members of the Communications Task Force. The position statement, as it was modified, was presented by the Committee to the Council membership on November 18, and the statement was officially adopted at that time.

During both the February and May meetings the Committee was concerned primarily with the status of career education legislation and the Commissioner's National Conference on Career Education. In fact, it was at the February meeting that the Committee officially endorsed the conference and recommended similar endorsement by the Council. The Council, on March 1, 1976, unanimously endorsed the meeting on the recommendation of Committee Chairman Robert A. Withey.

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[1] The entire report of the Committee on Career Education (July, 1975) is included as Appendix A.

As might well be imagined, the several Committees have indeed functioned well over the past several years. The Committees have provided directions, leadership and support for the projects, and for this much appreciation must be given to the many chiefs who have taken time from already crowded schedules to consider many items related to both career education in general and the project efforts in particular. (Because the February, 1976 meeting was fairly typical, a copy of the report prepared for the Committee would serve to illustrate the concerns and considerations. A copy is therefore included as Appendix B.)

Communications Task Force (CTF)

Consistent with the overall objective of the project, a six-member Communications Task Force (CTF) was organized in August, 1975. The following state directors comprised the Task Force:

James Athen - Iowa
Paul Bennewitz - Arizona
Walter Faulkner - Vermont
Margaret Ferqueron - Florida
Emil Mackey - Arkansas
William Weisgerber - Michigan

The Communications Task Force, the members of which were named only after approval of their respective chiefs had been obtained, met formally on two occasions during the reporting period (Washington, D.C.: August, 1975 and Hot Springs, Arkansas: June, 1976).

The group has also met informally on three other occasions (Des Moines, Iowa: October, 1975; St. Petersburg, Florida: November, 1975; and Phoenix, Arizona: May, 1976). Additionally, the members of the CTF were asked by their respective chiefs to serve in an ad hoc capacity for the development of a position statement on career education that would be presented to and considered by the Council. In this capacity the CTF "met" on several occasions via telephone conference calls; recommendations and suggestions were made, and a "final draft" was prepared for consideration, as has already been described.[2]

Newsletter. As a result of the guidance provided by the CTF, a newsletter, EXCHANGE was developed and implemented. The newsletter was intended only to be a source of information for chiefs and state directors, and as a consequence, circulation was very limited. During the reporting period -- after the third issue of EXCHANGE and at the conclusion of the project -- data were collected from state coordinators and chief state school officers as to its usefulness and effectiveness, and this is reported in a later section. (A representative copy is included as Appendix D.)

Bulletins & Memorada. In keeping with the recommendations of the CTF, special bulletins or memoranda have been used as the occasion demanded. This technique was employed to good advantage when the legislation pertaining to career education (HR 11023) was introduced by Congressman Perkins. More recently, it was also used to good advantage to inform state directors about the "Hathaway legislation" demonstrated by the memorandum, Appendix E.

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[2] A copy of the CCSSO Position Statement on Career Education is included as Appendix C.

Teleconference Calls. A third recommendation of the CTF related to the use of conference calls among groups of state directors/coordinators as the need arose. During the period covered by this report this technique has been utilized on several occasions, but perhaps the most significant use related to discussing and obtaining consensus as to the position statement mentioned earlier. (It was also used to good advantage in developing a "staff competencies instrument", which is discussed in a later section of this report.)

Liaison with Federal Agencies and National Organizations. Consistent with project goals and the recommendations of the CTF, the Project Director met regularly -- monthly -- with the Director of the Office of Career Education and members of his staff. As a result of these meetings, it has been possible for concerns of the state directors/coordinators to be communicated directly to the Office of Career Education. At the same time, concerns of the

Office that are applicable to state agencies have been communicated and ultimately transmitted to the state directors/coordinators. Additionally, these meetings have provided both the agency and the project with the opportunity to discuss progress, lack of progress, and/or problems.

In terms of liaison with the Office of Career Education, mention should be made of the fact that a representative of that office has been able to attend each of the project functions noted in this report. (It should be noted, however, that this representation has not always been by the same person. This has caused some concern -- primarily about continuity -- on the part of the Project Director and state directors.

Still in keeping with liaison efforts, the project, through its director and the CCSSO Committee on Career Education, has maintained close communication with the National Advisory Council for Career Education. As a result, there has been two-way communication between the states and the Advisory Council through the CCSSO project. As a case in point, the director of the CCSSO career education project was invited to present the CCSSO legislative position to the Advisory Council. In this instance, the concerns of the Council (which are first of all concerns of the states) were communicated. And it is gratifying to note that many of those concerns were accommodated in the Interim Legislative Report of the Advisory Council (November, 1975).

National Conferences. One of the high priority recommendations of the CTF was the use of national and/or regional conferences or seminars as communications devices. With this in mind, and with the help of the CTF, two national conferences for state directors/coordinators of career education were discussed and planned. The first such conference was in St. Petersburg, Florida, in November, 1975.

The St. Petersburg conference was planned around the theme, "Planning for Career Education". and was attended by forty-three coordinators of career education and twenty-seven representatives of other national, state, local, and other agencies. The attendance must be viewed as excellent, especially when considered in the context of travel restrictions that are currently being imposed by many state agencies and state governments. A complete listing of conference participants is included as Appendix F, and a copy of the program may be found in Appendix G.

According to an evaluation of the conference, most of the participants were well satisfied. Needs apparently were met, as will be noted in the evaluative remarks that follow in a later section.

Staff Development Task Force (SDTF)

Consistent with the second major goal of the project, a Staff Development Task Force (SDTF) was organized in September, 1975. As with the Communications Task Force, members of the SDTF were named only after approval of the chief state school officer was obtained. Eight state directors were originally suggested for the SDTF, but only seven were approved for appointment by their respective chiefs. As a result, the SDTF has functioned with only seven members, as listed below:

Anita Barber - Alabama
Niel Carey - Maryland
Saul Dulberg - Connecticut
Lynn Jensen - Utah
Paul Peters - California
Walter Rambo - Texas
Jeanne Werschke - Colorado

The SDTF met in Denver in October, 1975 to organize itself in terms of the project effort and to develop plans. At that time, the SDTF determined that its initial effort must be related to a determination, or an assessment, of need. As a result, the Task Force developed, field-tested, and modified an information-gathering instrument designed to provide information on competencies perceived to be desirable and the extent to which these existed.

The instrument was administered to participants at the St. Petersburg conference, and was sent to all state directors/coordinators who were unable to attend. Information about competencies was thus gathered, and served as a basis for planning of the contemplated spring conference. (The instrument and the results, as tabulated, are depicted in Appendix H.)

Following the St. Petersburg conference (November, 1975), and utilizing the information gathered from the "perceived competency needs" instrument, plans were made for a spring (1976) conference for state directors/coordinators of career education. With the information just noted, and with the assistance of the members of both task forces -- the Communications Task Force and the Staff Development Task Force -- it was decided that if a conference were to meet the identified needs it would have to be concerned with "Implementation of Career Education", and that it (a conference) would have to focus on one or more areas of concerns such as: (1) needs assessment; (2) evaluation; (3) utilizing advisory councils; and (4) the process of implementation.

With the above considerations in mind, a conference was scheduled and planned for Phoenix, Arizona in the spring of 1976. The date was later firmed up for May 2-4, 1976.)

As the program (shown on the following page) indicates, the four areas of need receiving highest priority from practitioners were dealt with.

SUNDAY MAY 2

PROGRAM

Registration

3:00 - 5:00 *Registration Desk*

Attitude Adjustment

5:00 - 6:30 *Dave's Room*

Banquet

7:00 *Colonial Room*

Program

Greetings from Arizona

Arizona Department of Education

National Bicentennial Conference on
Career Education: Plans, Progress,
Prospects and Problems

Ken Hoyt *Vince Troiano*
T.S. Hancock *State Directors*

MONDAY MAY 3

PROGRAM

Special Interest Sessions

1:30 *(Same as A.M.)*

Coffee/Pop Break

3:30 *Lobby*

General Session

3:45 *Arcade Room*

Special Report on AIR Survey

General Session

7:00 *Arcade Room*

New Films from AT&T

Ron Johnson

Continuation of Bicentennial Conference Discussion

Ken Hoyt et al

MONDAY MAY 3

PROGRAM

General Session

8:30 *Arcade Room*

Conference Overview/Purposes/Goals

Dave Jesser

(Coffee Break Follows)

Special Interest Sessions

9:30 - 11:30 *Advisory Councils *Arcade East*
Earl Russell

*Needs Assessment
Lee Olson-Ray Miller *Arcade West*

*Evaluation *Wisteria Rm.*
Nan McCaslin *Wisteria Rm.*

*Implementation *Cactus Room*
Bill Hull

Luncheon

12:15 *Arcade Room*

Ed/Mil Project, CCSSO

Tim Bowring, JELDOR
Bill Israel, CCSSO

TUESDAY MAY 4

PROGRAM

General Session

8:15 *Evaluative Details *Arcade Room*
Nan McCaslin

*State Planning Grant
Proposals: A Critique

Sid High
Anita Barber *Lynn Jensen*
Paul Peters *Bill Weisgerber*

Special Interest Sessions

9:15 - 11:00 *Same as May 3*

(Coffee served in Rooms)

General Session

11:00 *Arcade Room*

*Summary of Work Group Sessions
Group Reporters

*Interface
Saul Dulberg

*Questions/Comments

*Evaluation
Nan McCaslin

12:00 **Adjournment**

The spring conference, held in Phoenix, Arizona on May 2-4, 1976, was attended by some 65 career education leaders, including (by alphabetical listing) the following:

Dr. Dorothy Alexander
305 College Street
Somerset, Kentucky 42501

Mr. Jim Athen
Iowa Dept. of Public Inst.
Grimes St. Offc. Bldg.
Des Moines, Iowa 50319

Ms. Marion Bagley
9 Pleasant Street
Machias, Maine 04654

Mrs. Anita Barber
State Office Building, #607
Montgomery, Alabama 36081

Ms. Janet Beauchamp
2810 E. Via Estrella
Phoenix, Arizona 85028

Mr. Paul Bennewitz
1535 W. Jefferson
Phoenix, Arizona 85007

Major Louis T. Bowring
3488A McCormick Drive
Ft. Sheridan, Illinois 60037

CDR John H. Brame
Navy Recruiting Command (Code 56)
4015 Wilson Boulevard
Arlington, Virginia 22203

Mr. Alexander L. Brown
Indinia Dept. of Public Inst.
120 West Market Street
Indianapolis, Indiana 46204

Mr. Hartley B. Campbell
U. S. Army Recruiting Command
Education Liaison Division
Ft. Sheridan, Illinois 60037

Mr. Niel Carey
Md. State Education Dept.
P. O. Box 8717
Baltimore, Maryland 21240

Mr. Pat Doherty
N.J. Job Corps Center
Bldg., #871
Plainfield, New Jersey 08817

Dr. Saul H. Dulberg
Dept. of Education, Box 2219
State Office Building

Ms. Mary Ann Eagan
West Rutland High School
West Rutland, Vermont 05777

Ms. Bessie D. Etheridge
Browne Jr. High School
24th & Benning Rd., N.E.
Washington, D.C. 20002

Mr. Walter Faulkner
State Office Building
State Dept. of Education
Montpelier, Vermont 05602

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Cordell Hull Building, Room 115
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Mr. E. R. Mackey
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Little Rock, Arkansas 72201

Mr. Robert P. Martin
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Charleston, W. Va. 25305

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Lincoln, Nebraska 68508

Dr. Wiley Wilkerson
Greater Houston Education
Foundation
P. O. Box 3045
Houston, Texas 77001

As was the case with the St. Petersburg conference, efforts were made at the Phoenix conference to obtain some kind of evaluation (of the conference) from the participants. The actual evaluation will be discussed in a later section; generally speaking, however, the responses of the participants were highly favorable with regard to the stated purposes and goals of the conference.

Other Activities

In addition to the specific kinds of activities noted, the project, through the Project Director, has acted in an advisory and consultative capacity to various state education agencies (career education personnel), regional workshops/seminars, statewide conferences, and the like. All of these have contributed to partial attainment of both major project goals. Additionally, through the state directors/coordinators, the project has participated with the American Institutes of Research in gathering information about career education at the state level.[3]

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[3] See Career Education in the Public Schools, 1974-75: A National Survey, USDHEW Publication No. (OE) 76-00507, p. iv and Chapter 4.

10. NOT APPLICABLE

11. EVALUATION

When the project proposal was initially developed, it was anticipated that evaluations -- both general and specific -- would be made by the Task Forces and/or Committees that have already been described. Since then, however, it was recommended and decided that the services of a recognized leader in evaluation should be obtained in order to develop and implement a more systematic kind of evaluation. With this in mind, the services of Dr. N. L. McCaslin, of the Center for Vocational Education, were obtained. By working with Dr. McCaslin and others from CVE, it has been possible to obtain a considerable amount of evaluative information, both from state directors/coordinators of career education and chief state school officers.

The evaluation efforts of Dr. McCaslin and his colleagues were focussed on the basic project objectives which had to do with (1) communications and (2) staff development. Accordingly, instruments designed to acquire information of these types were developed.

Communications

With regard to the general area of communication, instruments were developed and used for the purpose of providing what might be considered "pre- and post-activity data". However, some aspects of the instrument, such as that portion relating to the newsletter, dealt with an already existing situation. The information gained, however, has been useful. It should be noted, however, that the portion of evaluative instrument concerned with sources of information, has been useful in a "pre-activity" sense, and consequently in "planning" future activities.

Sources of Information. In an effort to gain some insight into the need itself and at the same time to gauge the effectiveness of the CCSSO project's communications effort, state directors/coordinators were polled as to sources of information. Specifically, they were asked to indicate the agencies from which they had received career education information relating to evaluation, management, planning and assessment of need, funding strategies, and legislation.

As the data presented in the following table indicate, the Council project (CCSSO) ranked among the top three sources of information for state directors/coordinators in all but one of the categories.

Sources of Information

I. EVALUATION

(1) National		(2) State		(3) Local	
USOE	- 32	Other States	- 16	USOE	- 10
CCSSO	- 19	USOE	- 10	Other States	- 8
NIE	- 17	CCSSO	- 8	CCSSO	- 5
Other States	- 9	NIE	- 8		
NACCE	- 7				

II. MANAGEMENT

(1) National	(2) State	(3) Local
USOE - 27	Other States - 20	USOE - 9
CCSSO - 15	USOE - 14	Other States - 8
NIE - 10	CCSSO - 8	CCSSO - 5
Other States - 9	Bus./Ind. - 6	
C. of C. - 7	NIE - 5	
Bus./Ind. - 5		

III. PLANNING AND ASSESSMENT OF NEED

(1) National	(2) State	(3) Local
USOE - 24	Other States - 22	USOE - 9
CCSSO - 14	USOE - 15	Other States - 7
NIE - 12	CCSSO - 9	
C. of C. - 10		
Bus./Ind. - 7		
Other States - 7		
NACCE - 7		

IV. FUNDING STRATEGIES

(1) National	(2) State	(3) Local
USOE - 23	CCSSO - 10	Other States - 8
CCSSO - 18	USOE - 9	
Other States - 8	Other States - 9	
NIE - 7		
NACCE - 7		

V. LEGISLATION

(1) National	(2) State
USOE - 24	Other States - 11
NACCE - 7	CCSSO - 10
CCSSO - 6	USOE - 7
NIE - 5	

Newsletter. Of the state directors responding (45), most indicated a very positive reaction to the newsletter. Thirty-two indicated that it was read thoroughly and most indicated that it was distributed among staff members. In terms of usefulness, state directors rated the newsletter highest in the area of legislation. In descending rank order, the other "usefulness" categories were rated as Funding (2), Planning (3)-(4), Management (3)-(4), and Evaluation (5). (See Appendix I)

According to information obtained from chief state school officers (14), the newsletter was scanned by some, but was circulated among the department by most. The rankings of usefulness and format provided by the chiefs were somewhat similar to those provided by the state directors, as were individual comments. (See Appendix J)

National Conferences. An evaluation of the St. Petersburg conference was made (on-site) by the conference participants, and is attached as Appendix K. As can be noted, the results indicate the perceived value of the conference in terms of: (1) quality; (2) small group sessions; (3) major presentations; (4) conference objectives; and (5) the conference in general.

According to the data collected, conference participants perceived the small group session dealing with "Experience-Based Career Education" to be the most effective and most useful. In terms of major presentations, the participants felt that the most effective and most useful was that made by Sid High. According to the participants, most of the conference objectives were met, at least to a moderate to good extent.

As with the newsletter evaluation, conference participants were invited to include individual comments. These are contained in Appendices K and M.

Similarly, participants in the Phoenix conference (May, 1976) were given an opportunity to furnish an evaluation of the conference itself, and at the same time of the "products". Detailed results of these evaluations are contained in Appendices L and M, but they are described in general in the following section titled "CTF Evaluation Efforts".

CTF Evaluation Efforts

As is obvious, various modes of formal "third-party" evaluations were employed throughout the project. Each of these has been helpful in terms of current and future project activities, and will assuredly be employed again should the occasion warrant. But while the importance of these kinds of evaluative efforts is recognized, the importance of the less formal and less structured kind of evaluation should not be overlooked.

One such evaluation took place when the Communications Task Force met in June, 1976. Excerpts from the resume of that meeting best illustrate the point, and also serve to contribute a part of the overall evaluation effort:

> The Communications Task Force (CTF) of the project, Strengthening State Leadership in Career Education, met in Hot Spring, Arkansas on June 10-11, 1976 to review project activities and suggest changes and/or modifications. Participating in the meeting were:

Paul Bennewitz	Emil Mackey
Margaret Ferqueron	Dave Jesser
Walter Faulkner	Bill Weisgerber

The meeting began with a luncheon on June 10th, at which time Dave Jesser outlined the purposes and objectives, viz: to take a look at what was recommended by the CTF at its initial meeting (August, 1975); to examine rather critically the various project activities concerned with communications; to comment on the effectiveness of these activities; and to suggest changes that might be made in any future project efforts.

Following the luncheon, the balance of the afternoon on June 10th was given over to a general free-wheeling type of discussion about project activities, individual state activities and efforts, the Commissioner's Conference on Career Education, and the two major conferences that have been sponsored by the project.

Additionally, with the help of an amplified telephone device, the Task Force was able to talk with, and obtain information from various individuals, including Ken Hoyt, Terry Newell, and Mac McCaslin. Ken was able to bring us up to date regarding the activities of the Houston Planning Group, and to give us information about the status of pending legislation. Terry Newell spoke briefly to the Task Force, and indicated the possibility of one additional mini-conference for secondary career education practitioners being held. Terry specifically asked for, and received, suggestions for the group.

Mac McCaslin reported to the group the evaluative data relating to the recent Phoenix conference. Without reporting the data in detail at this time, it is nevertheless clear that participants were of the opinion that the Phoenix conference was a productive one. The vast majority of the responses were in the "Above Average" and "Outstanding" columns. In his summary, Mac suggested that there was one concern that seemed to be fairly common -- one dealing with a lack of time, both to "get into the meat of things", and to engage in needed recreational activities.

On Friday, June 11th, the CTF again met and reviewed, in a more structured way, the various points that had been outlined.

The CTF took a good look at project activities, and was quite positive in its examination, as it were, of those activities. The CTF first of all noted that it felt the overall purposes and goals had been achieved. An effective communications network had been developed, and that necessary information was being transmitted among state directors/coordinators of career education. There were, however, several questions, comments, or suggestions about specific components of the communications network as it had been envisioned.

It was the consensus of the group that probably the two most effective communications devices and/or components were the development and distribution of the CCSSO position statement and the informative memoranda that have emanated from Dave's office. There was agreement that the newsletter, while good, was not as effective in communicating what needed to be communicated. It was felt that the newsletter was too "open", and that it was literally competing with tens or hundreds of other newsletters. With this in mind, the CTF suggested that the newsletter concept be continued, but that it be issued on an "as needed" basis rather than on a regularly scheduled basis.

The CTF looked at the several telephonic modes that had been included in its earlier recommendations, and made the following observations:

- The idea of a "hot line" is still valid, but the cost of such a device makes it an impossibility within the scope of the current project.
- Telephone conference calls have been used effectively when a need has come up. It was suggested that a "pre-conference briefing" might be useful when possible. It was also noted that little use to date had been made of the recommendation that groups of states having common problems might "get together" with a consultant in this manner. The Task Force recommended that efforts to utilize and expand this technique be continued on an "as needed" basis.
- The telephone "Fan-Out" network is, in the thinking of the committee, a very useful technique. Again, the recommendation was that this system be used as it is needed.

With regard to the conferences sponsored by the project, the Task Force was of the opinion that each one has been "better" than the previous one, and suggested that this was as it should be. The summary report given by McCaslin was again reviewed, and the Task Force noted its general agreement with the evaluation. The Task Force also suggested that in planning for any future conference efforts should be made to accommodate the concerns expressed.

12. ANTICIPATED CHANGES AND/OR PROBLEMS

There were no insurmountable problems during the last portion of this project. There was, however, one change that was made from the original proposal: The automated information service was not implemented because of misinformation relating to costs of toll-free lines. This problem was discussed with the Project Monitor and the change noted was agreed upon.

In addition to the technical kind of problem noted, there has been another more or less recurring problem that has affected this and similar projects. This relates to the availability (or lack thereof) of funds for travel of state directors/coordinators to project sponsored conferences.

As has been indicated elsewhere, the project-sponsored conferences and activities have been well attended, in spite of the fact that project funds (travel) have not been available. However, as the comments obtained in the evaluative efforts indicate, this is becoming a serious problem. (The problem may be alleviated with the advent of grants to states for development of state plans.)

13. DISSEMINATION ACTIVITIES

Throughout the project period numerous and varied dissemination activities have been engaged in. Conferences, newsletters, memoranda, special bulletins, and telephone techniques have all been used for purposes of dissemination, and these have all been described elsewhere in this report.

In addition, however, the project has produced, or caused to be produced, several more traditional print products, including:

Career Ed In Canal Zone Schools
Career Education: Evaluating the Process
Developing Adequate Evaluation Procedures
Needs Assessment: An Outline of the Components
Creating and Utilizing Advisory Councils

Copies of each of the above named papers are included in the "Products" section of this report. Each of these has been distributed to state directors/coordinators.

PART II

PRODUCTS

CAREER EDUCATION IN THE CANAL ZONE SCHOOLS

A Report Prepared for the

Superintendent of Schools
Canal Zone Government
Balboa, C. Z.

by

David L. Jesser
Director, Career Education Project
Council of Chief State School Officers
1201 16th Street, N. W.
Washington, D. C. 20036

October, 1975

FOREWORD

At the request of the Superintendent of Schools, Canal Zone Government, the author, who is employed as Director of a Career Education Project of the Council of Chief State School Officers, spent a total of four school days (September 24-29, 1975) meeting with various staff personnel of the Canel Zone Schools about various aspects of Career Education.

In a more specific sense, it was hoped that the author would during his visit be able to (1) discuss the concept of Career Education with educational leaders of the Canal Zone Schools, and (2) formulate recommendations relating to ways in which the Canal Zone Schools might proceed to either implement or further strengthen the concept of Career Education.

The report and recommendations that follow are the result of a very brief, but at the same time very intense visit. The author recognizes full well the dangers of making recommendations based on perceptions gained during a visit of such brevity. And the author in no way would want to infer or suggest any degree of expertise in matters relating to the Canal Zone Schools.

But during his brief stay in the Zone, the author did have an opportunity to meet with several fairly representative groups and the Lt. Governor of the Canal Zone. And during the meetings and on-site visitations the author did amass a sizeable number of perceptions. These are reflected in this report.

The author is indebted to Superintendent David Speir, Curriculum Director Russell Annis, and Research Director James Pfau, for their hospitality and their help in coordinating the various meetings that were held, both in the Balboa area as well as the Cristobal area. Additionally, the author is most grateful to these staff members for the guidance and advice on matters relating to unique aspects of the Canal Zone, its governance, and its school system.

Washington, D. C
October, 1975

David L. Jesser

INTRODUCTION

The process of transition from childhood to adulthood--the process of growing up--has never been an easy one. This would appear to be a valid point in any geographic region of the United States or in any socio-economic setting. And it would appear to be equally valid in terms of the young people who spend some or all of their formative years in the Canal Zone. In fact, it might well be that this process is in many ways even more difficult in the Canal Zone, because many of the young people in the Zone are actually engaged in a process of preparing for an adult life in an environment that is unfamiliar to them.

It is somewhat paradoxical that, in an era in which there is an abundance of sophisticated technology and of virtually instantaneous devices that the transition from childhood to adulthood is difficult. Young people, because of modern communications techniques and devices, are inundated with facts, information, and other necessary "tools" even before they enter the formal school setting. It has been said that youngsters entering the first grade today do so possessing more basic information than most high school graduates possessed only a generation or two ago. In like fashion, many youngsters entering the first grade today are familiar with a technology and its related developments that were unheard of only a few short years ago. In short, children in our schools today are rich with information, and as a result, it would seem that the transition from youth to adulthood should be growing easier. Yet this is not the case.

With all of the apparent positive aspects and richness of their environment, children today are experience poor. Children and youth, whether by design or by accident, are often not involved in adult types of activities that might help them to better understand themselves, their education, their relation to society in general, and to the world of work.

Because children and youth are educated within the confines of the four walls of the classroom in a traditional manner, many students do not know who they are, where they are going, or how to get there. Many students have not been provided with experiences which allow them to make and implement accurate choices about the present and the future. It goes without saying that the school and its instructional program plays a vital role in the development of young people. The student develops physically, mentally, and emotionally. And these developments are closely related to his or her future role in society. But if proper or appropriate experiences related to self understanding, educational endeavors, and career potential are not provided, it is doubtful that adequate perceptions of those desirable and necessary relationships will be gained.

The cost to society of providing an education which is suited to neither the student needs or societal needs is tremendously high. Society is drained of resources for every individual who cannot successfully cope with self, education, and/or employment. The unemployment lines, welfare roles, drug centers, and mental institutions are filled with individuals who have not been provided with the experiences which are necessary to successfully meet and overcome challenges and allow the individuals to become contributing members of society.

School systems utilize taxpayers money to educate children and youth, and it's expected that youth leaving school will possess the necessary competencies (attitudes, skills, and knowledge) to effectively function in a work oriented society. In the past, however, very few career or work oriented courses were offered and then to only a small percentage of the students.

And so the paradox persists. On the one hand, too few courses have been career oriented and then only at the upper high school levels. On the other hand, all students eventually enter the career world through paid or unpaid work. For many students, the effort has been too little, too late.

Career Education, as an innovative concept in education, represents a response to the urgent need for basic changes in the educational system. In the short time since the concept was introduced, it has met with what has to be described as a "fantastic" degree of acceptance by people in all walks of life. The concept holds promise for easing or alleviating--if not solving--the kinds of problems alluded to earlier.

To the degree that these problems exist, or are likely to exist, in the Canal Zone Schools, Career Education, as a concept, will be worthwhile, not only in terms of the needs of the young people, but also in terms of the needs of society.

CAREER EDUCATION IN THE CANAL ZONE SCHOOLS

As was noted in the Foreword to this report, the purposes of the author's visit to the Canal Zone Schools (and the purposes of this report) were two-fold:

1. To discuss the concept of Career Education with educational and other leaders in the Canal Zone in order to gain a sense of awareness and/or readiness; and
2. To develop and present recommendations concerning ways in which the concept of Career Education might be made a part of the educational system in the Canal Zone.

The first portion of the report, therefore, will contain a description of the meetings held, with appropriate comments, while the second part will contain rather specific recommendations. It should be again emphasized that the author spent only a few days in the Canal Zone, and by no means considers himself to be knowledgeable about the school system. Some of the perceptions gained through the various meetings might be erroneous. Should such erroneous perceptions appear to exist, they will have to be corrected, because some of the recommendations, based as they are on the perceived situation, may also be less than adequate.

Discussions Held Relative to Career Education

Toward the first purpose a series of meetings were scheduled, and the concept was discussed. At the same time, much in the way of valuable input was received from the group participants. The meetings and activities scheduled were as follows:

Wednesday 24 September

A.M.	P.M.
•Staff Meeting; Central Office.	•Orientation; Pacific Side.
•Community College; Curriculum Committee.	

Thursday 25 September

A.M.	P.M.
•Director of Curriculum, and Director of Research Development.	•Pacific Secondary Administrators, 2:30 at Curriculum Library.
•Lt. Governor's Office.	

Friday 26 September

A.M.	P.M.
•Pacific Elementary Administrators; Curriculum Library - 9:00.	•Pacific Counselors 1:30; Curriculum Library.

Monday 29 September

A.M.	P.M.
•Orientation; Atlantic Side.	•Secondary & Elementary Administrators and Counselors; Atlantic Side. [Cristobal High School.]

In a general sense, the several discussion sessions seemed to be mutually beneficial to both the author and the participants. Virtually all of the participants seemed anxious to know more about Career Education and how it might be used to benefit students in the Canal Zone Schools. At the same time, the author was extremely pleased to be able to obtain from the participants suggestions and information relating to Career Education and to idiosyncratic features of the Canal Zone Schools.

As a result of the discussion meetings, several perceptions were gained by the author. These include:

- Throughout the Canal Zone School System, many components of Career Education can be identified.

From the discussions, it was readily apparent that at every level of the Canal Zone Schools there are some components of Career Education already in place. At the elementary level, several principals were able to describe educational activities, currently in operation, that were designed to help youngsters to become better aware of themselves and of the world of work. Counselors, as might be expected, were able to describe many activities designed to help young people make wise choices. At the Junior and Senior High School levels, principals were able to point to various programs, such as those related to business education, that could and should be perceived as a part of a Career Education program. And at the College level, the Dean and several professors were able to describe many programs and activities designed to equip young people with skills necessary for entry into a particular line of work.

The existence of components of Career Education is, of course, a real plus, and should be capitalized on. Such existence, however, should not cause one to infer that the components exist with any degree of articulation, linkage, coordination, or universality. In fact, it is likely that there are teachers engaging in Career Education practices without really being aware of it--aware only of the fact that they are engaging in sound, relevant, and current educational endeavors. But as long as some of the parts are there, and if ways can be found to fit them together, a nucleus around which to build exists.

- A wide range of understandings about Career Education exists in the Canal Zone Schools.

The above may be an overstatement, because the author did not meet with all of the teachers and/or principals. However, if the participants in the discussion groups were representative of the educational arena, then the statement would seem to have validity.

Many of the discussants--from all levels--seemed to be quite knowledgeable about Career Education in general. There were those, however, who indicated by their comments a lack of understanding. For example, there were several in every group who seemed to be of the opinion that Career Education was some specific "thing" that was taught. Several references were made to the fact that "Career Education is taught....." Other references were made to the problems of "teaching Career Education" in relation to other subjects. "How can we justify teaching Career Education," one administrator asked, "when we are kept busy enough just trying to teach the basics?" At another meeting the question was "Why should our students even have to bother with Career Education? Nearly eighty percent go on to college."

Again, the comments above may or may not adequately represent the overall situation. To the degree that they are representative, however, they do point to a need for some kind of mutual communication and understanding.

- There appears to be a general acceptance of the role of Career Education in helping to alleviate other societal problems.

This statement may not have been valid at the outset of the discussions. By the end of each discussion, however, there did seem to a fairly large group who could see things this way. Many, however, would no doubt have opted for their own definition or meaning. Regardless of the last point made, however, if there are some who believe that Career Education can have positive results, it is another place on which to build.

- Within the Canal Zone School System there appears to be a sizeable group of people who could serve as resource people for Career Education efforts.

Again, this may be an erroneous perception, but it did seem that in every discussion group there were staff personnel who could serve as resource people, or who could identify people on their own staff to serve the same purpose.

While it would be premature at this point to spell out roles for people such as this, it would be well to keep in mind the thought that such people exist, and that they are available for future work. At the same time, the need for procedures by which these people can be identified must be kept in mind.

•The Canal Zone School System has made an excellent start toward the development of a resource center for Career Education.

The school system has acquired, under the leadership of Superintendent Speir and Dr. Russell Annis, Director of Curriculum, a very good collection of resource materials that can be used by teachers, principals, and counselors as they proceed to develop and implement the concept of Career Education.

More materials for the resource center will no doubt be acquired in the future, and a major task of Mr. Jim Pfau, Director of Research and Development, will relate rather directly to organizing, cataloguing, and insuring effective distribution of the materials. This of course implies the development of some type of communications device that will become an integral part of any overall system that is developed.

•At the present time, there is a lack of the various kinds of information that will be needed.

Before any kind of long range planning can be accomplished, an informational base must be established. As far as could be ascertained from the discussion groups, such a base--or even the beginnings of a base, does not exist. Information will have to be gathered from students, from government and company officials, from teachers, principals, parents, and other advisory boards or groups. [Examples of information-gathering devices are included in a later section.]

•Certain programs in the Canal Zone Schools might be utilized as demonstration projects.

As noted earlier, there are personnel in the schools who could be utilized as resource people. The same is true for many of the programs currently in operation. These of course would have to be carefully identified and then screened, but should be considered as another valuable resource.

Specific mention might be made of the Career Education efforts at the L. A. High School in Pareiso. The author was very favorably impressed with the grasp of the concept that was demonstrated by the principal, and with the overt attempts of many teachers to help the students understand the relationships between themselves and the world around them.

•The Lt. Governor of the Canal Zone appears to be supportive of the concept of Career Education.

The author, together with Dr. Annis and Mr. Pfau, was privileged to spend about half an hour with the Lt. Governor and his aide. During that time the concept was briefly explained, and he appeared to be favorably impressed with, and receptive to, the goals of Career Education. He did, however, indicate that at this point in time the prospects of providing additional funds for such an effort would seem rather dim. [No mention was made during this discussion about any "extra" dollars that might be required. Again, the Lt. Governor's comment in this regard might be the result of a misconception of Career Education--i.e., viewing it as an "add-on" rather than an infusion of integration of the concepts into the existing educational program.]

It would seem that the Lt. Governor's office, and by inference the office of the Governor, could be a strong ally or supporter of Career Education in the Canal Zone Schools and throughout the Canal Zone "community". Stated in another fashion, the executive offices of the Canal Zone Government constitute a valuable, or at least a potentially valuable resource. It is a resource that needs to be further developed and cultivated, however.

Recommendations Regarding Implementation of Career Education in the Canal Zone Schools

As might be inferred from the preceding section of this report, it is the considered judgement of the author that the overall "climate" in the Canal Zone Schools [to the extent that the discussants were representative of the school system] is conducive to incorporation of the concept of Career Education into the system. The "climate" is no doubt in large measure a result of the interest in and commitment to the concept that has been demonstrated by the Superintendent of Schools and other key members of his administrative staff. As has been noted elsewhere, however, the "climate" is also a result of the leadership that has been provided by these same personnel.

But assuming the existence of a "conducive climate", what steps should now be taken to capitalize on it? The comments that follow represent some suggestions, based on the author's perceptions of the situation, and on his general experiential background.

•Creation of an Advisory Group or Task Force

Concurrent with the suggestion that a comprehensive planning mechanism be created is a suggestion that some type of advisory body or task force be created and used as a broad base for support of efforts made toward implementation of Career Education. There already exists in the Zone an advisory council for education, and it may be that this is really the group which could be utilized as an advisory group for Career Education. Or, it may be that the purposes of Career Education could better be served if a separate group, broadly representative, were to be created. There are advantages and disadvantages in either, and these will have to be considered.

It may also be that an even better approach would be to create a task force representing the several levels of education in the Zone. Again, there are both advantages and disadvantages.

Properly utilized, an advisory group or a task force of the nature alluded to would seem to be potentially valuable to the educational leadership responsible for implementation of Career Education. If at all possible, it would seem appropriate to create one (or to use the existing one for this purpose).

•Development of a Comprehensive Plan for Implementation of Career Education

The need for a fairly well detailed plan is no doubt obvious. There may be, however, some concern about when such a plan is developed. There may be those who would suggest that the comprehensive type of plan that is called for should be developed by the person or persons who will have primary responsibility for implementing it, while there may be others who would hold that the plan itself can be adequately developed, and that appropriate personnel can then be found to implement it. Neither stance, in the opinion of the author, is "gospel", and either, if taken as "gospel" could serve to impede or hinder the implementation of Career Education in the Canal Zone Schools. Suffice to say that at some point in time prior to actual implementation efforts a comprehensive plan should exist. The plan should have the mission and/or goals clearly stated, and should contain a time-frame in which those activities relating to goal accomplishment are to take place. Additionally, the plan should contain justifiable cost figures relating to personnel, activities, and materials. In short, a comprehensive plan of the type alluded to should enable the Superintendent or other administrative officer to indicate that as a result of certain expenditures over a given period of time certain accomplishments will have taken place.

Before any efforts are made to develop a comprehensive plan for Career Education in the Canal Zone Schools are made, however, it may be necessary for the Superintendent to make certain assumptions that will serve as guidelines to those who will develop the plans. [Using computer-programming parlance, there are really a series of "Go-No Go" steps that must be considered, with each successive step predicated on a "go" on the previous one. "No-go" situations obviously call for a modification or rethinking of the action suggested.] Some of the assumptions, or considerations, include:

- The concept of Career Education will enable the Canal Zone Schools to better meet the needs of its clients.

- The concept of Career Education can be introduced and fully implemented in the Canal Zone Schools within a reasonable time-span.

- Implementation efforts will require "start-up" and maintenance funds which can be derived from (re-directed) existing budget sources or be included as new budget items.

- Implementation efforts will require the development of some type of in-service program for most, if not all, teachers in the system.

- Implementation efforts, to be effective, will require the services of one or two staff personnel skilled in staff development, and knowledgeable about Career Education.

Other assumptions or considerations might well be added. [In other situations, some mention would be made of the "readiness" of the community. This may or may not be necessary when the Canal Zone itself is being considered.] But when assumptions such as the above are made, and if they appear to be valid, efforts can be made--assignments can be made--to begin development of comprehensive plans.

•Development of a Position Statement

The assumptions alluded to earlier will be made, in most instances, in almost unilateral fashion. They obviously are made on the basis of knowledge or information held, but by and large are made by a single person or by a relatively small group of people. One problem associated with assumptions of this nature results from the fact that often people operate from differing knowledge bases: what one person means may or may not mean the same thing to another unless there is some commonality of understanding.

When discussing Career Education with teachers, parents, or other groups, there usually exists a lack of such commonality of understanding. It would therefore seem appropriate for the Canal Zone Schools to develop a statement or paper in which clarification of the concept might be made, and then to distribute it to such groups as have been noted.

Such a position statement should contain at the outset a statement about Career Education in general, and then perhaps a definition appropriate to the Canal Zone School's philosophy. It could also contain diagrams, schemata, or charts designed to further explain or clarify the concept.

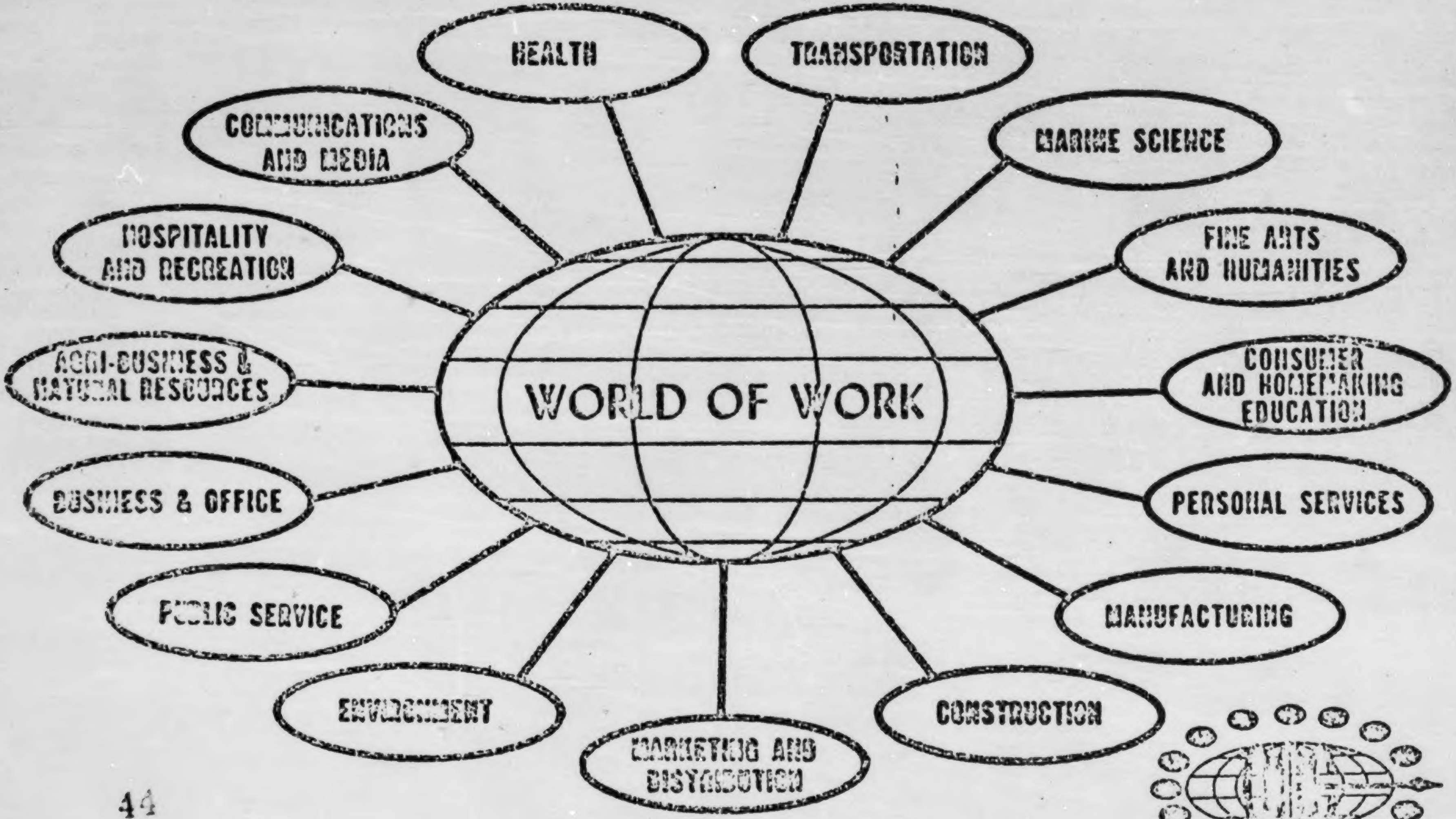
On the following pages are contained several definitions, charts, and models. Any of these could be adapted, in the opinion of the author, to the needs of such a position paper.

Some Definitions

- Career Education is essentially an instructional strategy, aimed at improving educational outcomes by relating teaching and learning activities to the concept of career development. Career Education extends the academic world to the world of work. In scope, Career Education encompasses educational experiences beginning with early childhood and continuing throughout the individual's productive life. A complete program of Career Education includes awareness of self and the world of work, broad orientation to occupations (professional and non-professional), in-depth exploration of selected clusters, career preparation, an understanding of the economic system of which jobs are a part, and placement for all students.

[Text continued on page 15]

CAREER EDUCATION



WORLD OF WORK

HEALTH

TRANSPORTATION

MARINE SCIENCE

FINE ARTS AND HUMANITIES

CONSUMER AND HOMEMAKING EDUCATION

PERSONAL SERVICES

MANUFACTURING

CONSTRUCTION

MARKETING AND DISTRIBUTION

ENVIRONMENT

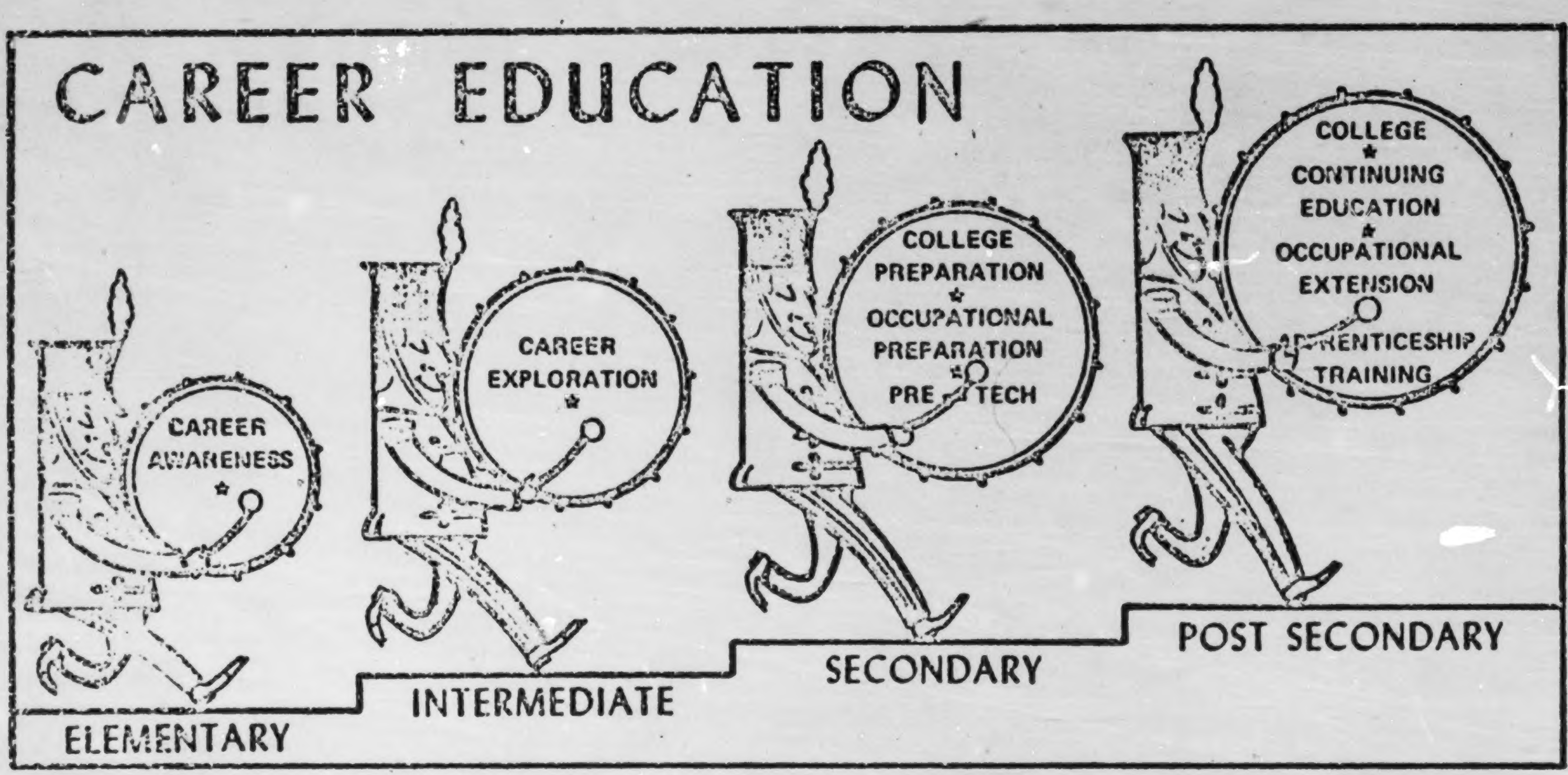
PUBLIC SERVICE

BUSINESS & OFFICE

AGRI-BUSINESS & NATURAL RESOURCES

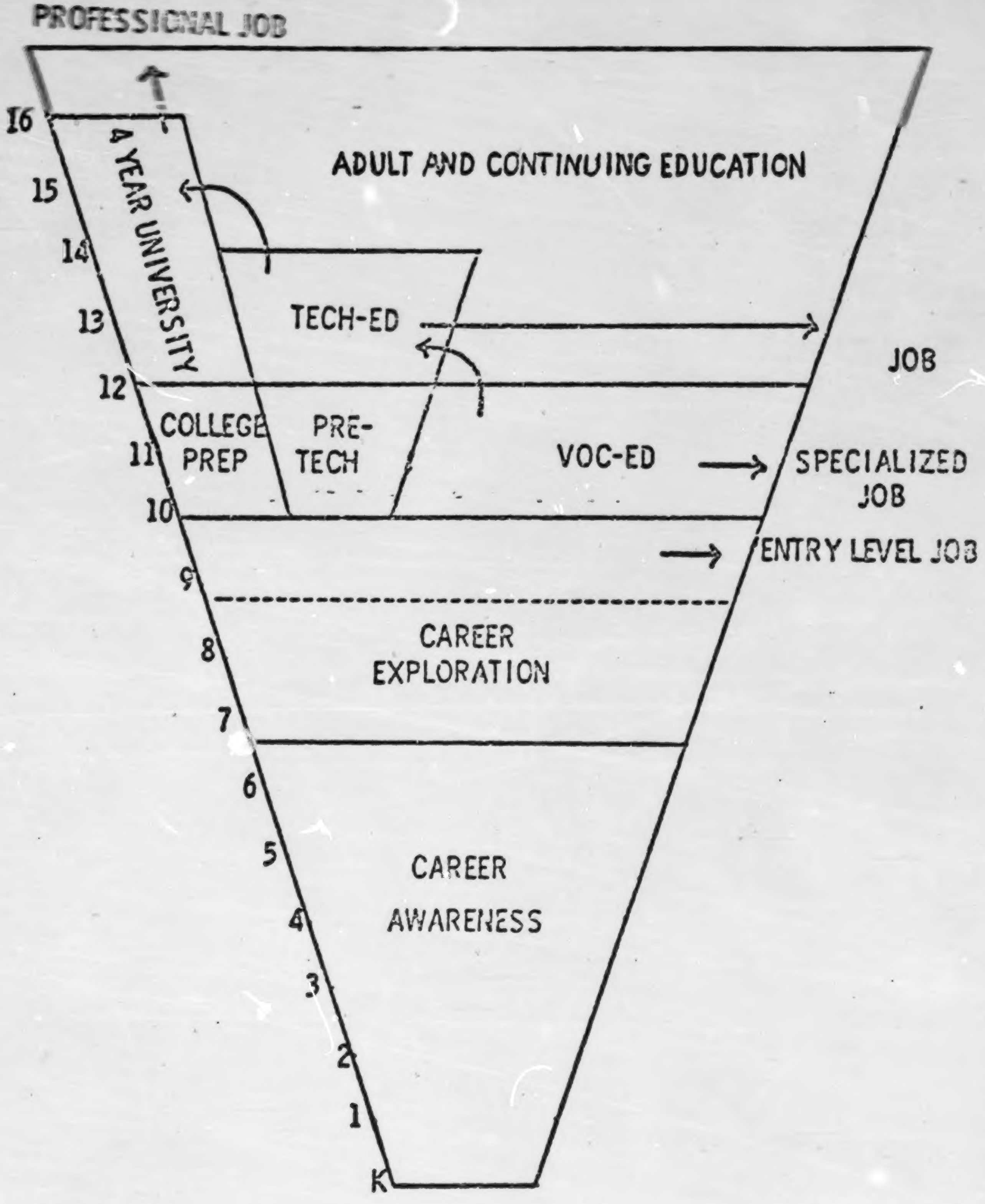
HOSPITALITY AND RECREATION

COMMUNICATIONS AND MEDIA


CAREER EDUCATION
CAREER AWARENESS
CAREER EXPLORATION
COLLEGE PREPARATION
OCCUPATIONAL PREPARATION
PRE TECH
COLLEGE
CONTINUING EDUCATION
OCCUPATIONAL EXTENSION
APPRENTICESHIP TRAINING
ELEMENTARY
INTERMEDIATE
SECONDARY
POST SECONDARY

THOSE YOUNG PEOPLE WHO MARCH TO A DRUMBEAT DIFFERENT FROM THE ECONOMIC RHYTHM OF THEIR FATHERS

U.S. Commissioner of Education, Sidney P. Marland Jr.


PROFESSIONAL JOB
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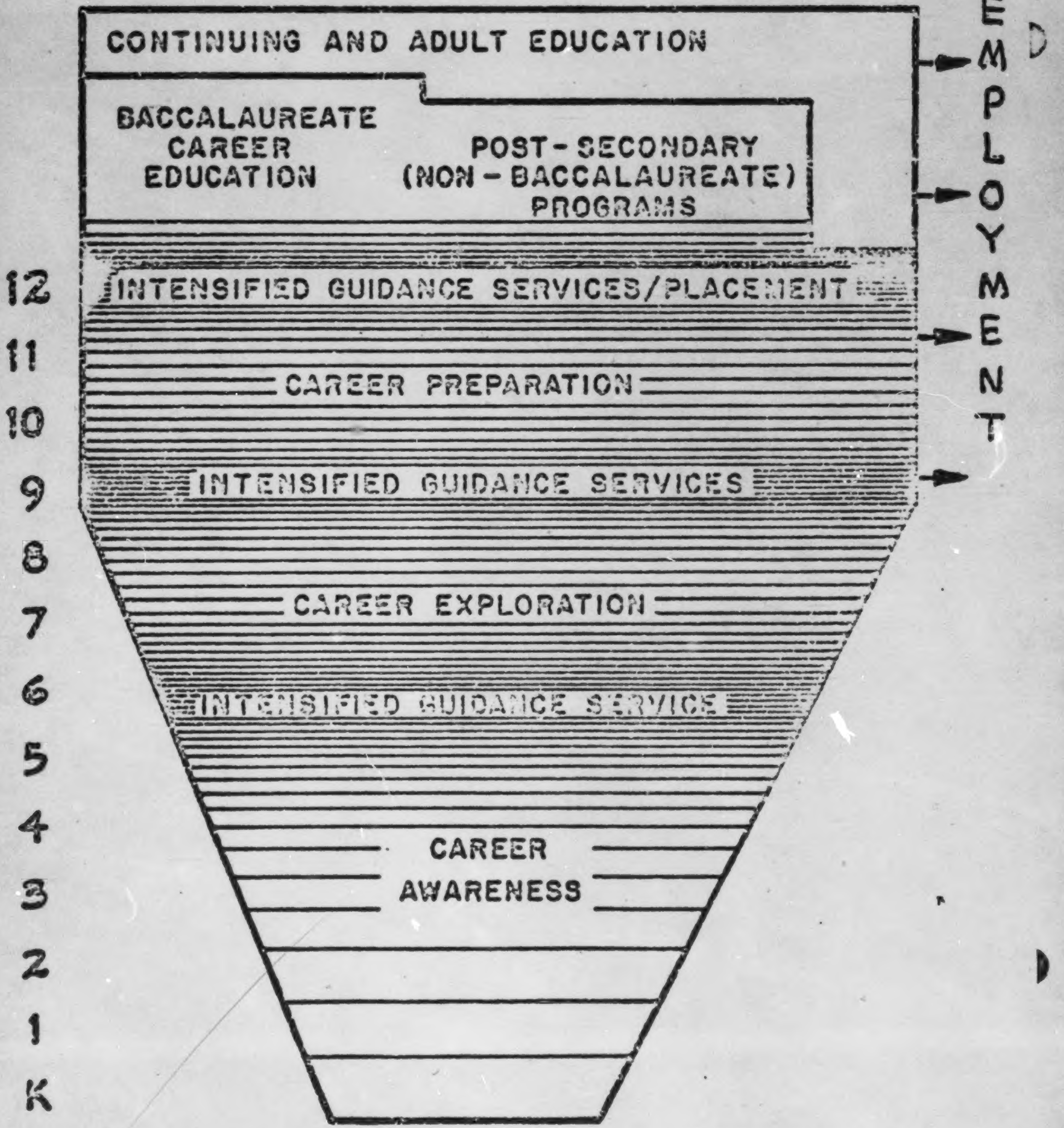
4 YEAR UNIVERSITY
ADULT AND CONTINUING EDUCATION
TECH-ED
JOB
COLLEGE PREP
PRE-TECH
VOC-ED
SPECIALIZED JOB
ENTRY LEVEL JOB
CAREER EXPLORATION
CAREER AWARENESS

CAREER EDUCATION

A COMPREHENSIVE CAREER EDUCATION SYSTEM


CONTINUING AND ADULT EDUCATION
BACCALAUREATE CAREER EDUCATION
POST-SECONDARY (NON-BACCALAUREATE) PROGRAMS
INTENSIFIED GUIDANCE SERVICES/PLACEMENT
CAREER PREPARATION
INTENSIFIED GUIDANCE SERVICES
CAREER EXPLORATION
INTENSIFIED GUIDANCE SERVICE
CAREER AWARENESS
EMPLOYMENT
12
11
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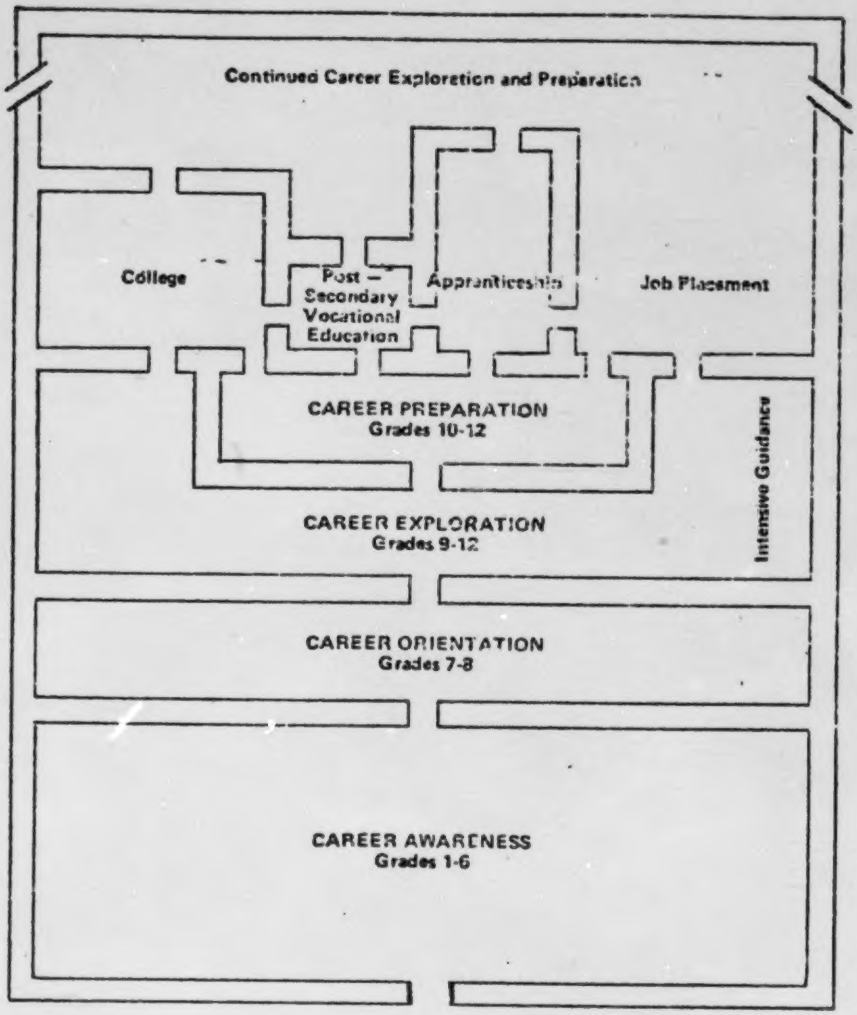
K

CAREER EDUCATION COMPONENTS


Continued Career Exploration and Preparation
College
Post – Secondary Vocational Education
Apprenticeship
Job Placement
CAREER PREPARATION
Grades 10-12
CAREER EXPLORATION
Grades 9-12
Intensive Guidance
CAREER ORIENTATION
Grades 7-8
CAREER AWARENESS
Grades 1-6

ELEMENTS OF CAREER EDUCATION

K ——————————————— 12

Awareness →	Exploration →	Preparation
SELF-AWARENESS		SELF-IDENTITY
EDUCATIONAL AWARENESS	Career Education, Home, and Community Life	EDUCATIONAL IDENTITY
CAREER AWARENESS		CAREER IDENTITY
ECONOMIC AWARENESS		ECONOMIC AWARENESS
DECISION MAKING		CAREER DECISIONS
BEGINNING COMPETENCY		EMPLOYMENT SKILLS
EMPLOYABILITY SKILLS		CAREER PLACEMENT
ATTITUDES AND APPRECIATIONS		SELF AND SOCIAL FULFILLMENT

- Career Education is a comprehensive, systematic, and cohesive plan of instruction that will provide each student the opportunity to plan and prepare for a meaningful and satisfying role as a working member of society. A total program of Career Education should provide instruction for individuals at each stage in the lifelong process of career development.

- Career Education is a comprehensive education program focused on careers and an educational process where people gain knowledge, attitudes, awareness, and skills necessary for success in the world of work (career success).

- "Career Education" is the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living.

•Appointment of a Director of Career Education

Early on, as soon as feasible, and assuming validity of the assumptions noted, a director of Career Education should be appointed. Ideally, in a situation such as the Canal Zone Schools, there could be two--one knowledgeable about Career Education in the middle and upper schools; the other knowledgeable about Career Education in the elementary schools. In any event, it would seem critical that there be some person knowledgeable about Career Education and capable of working with classroom teachers, principals, counselors, supervisors, and other system personnel, who is responsible for implementation. [Such a person, or persons, would obviously have responsibility also for the detailing of any plan that is developed.]

•Determination of Need

Earlier it was suggested that the need for Career Education was assumed. At some point in time, however, and before broad-scale changes are recommended, an effort should be made to determine the needs, or perceptions of needs, that are perceived by various groups, including students, teachers, parents, and representatives of the business-labor-industry-professional groups who function within the operations of the Panama Canal Company. Such efforts need not be expensive or time-consuming. They will, however, provide the staff with valuable directions and guidelines as specific plans are developed.

[Opinionnaires developed for these purposes are contained in the next several pages.]

[Text continued on page 23]

CAREER EDUCATION OPINIONAIRE: STUDENT*

1. Have you talked or done anything in school that helped you find out more about yourself? YES yes ? no NO
2. Have you talked or done anything in school that helped you find out more about workers? YES yes ? no NO
3. Have you talked or done anything in school that helped you find out about the education or training that workers need? YES yes ? no NO
4. Has your class walked to some place to see workers at their jobs in school or near school? YES yes ? no NO
5. Has your class taken a field trip in cars or on a school bus to see workers doing their jobs? YES yes ? no NO
6. Have you gone on your own to see workers doing their jobs even when you weren't told to do so? YES yes ? no NO
7. Has someone other than your teacher talked to your class about careers or jobs? YES yes ? no NO
8. Has a worker shown your class things that he/she uses in his work? YES yes ? no NO
9. Has a worker come to your classroom to show you how he/she does something in his work? YES yes ? no NO
10. Have members of your class acted like you were workers and did things that workers do? YES yes ? no NO
11. Have members of your class made things in school that real workers would make? YES yes ? no NO
12. Have some members of your class talked about real work that they did with a worker? YES yes ? no NO
13. Have some members of your class used math in a project like real workers would use math? YES yes ? no NO
14. Have members of your class used speaking and writing of correct English like real workers would? YES yes ? no NO
15. Have members of your class used science in a way that real workers would use science? YES yes ? no NO

*Adapted from an instrument devised by Joseph Freund

ITEM CONTENT

1. Self Awareness
2. Worker Awareness (General)
3. Workers Training
4. Walking Field Trip
5. Vehicular Field Trip
6. Worker Observation - Individual
7. Resource Person - Talk
8. Resource Person - Equipment
9. Resource Person - Demonstration
10. Role Playing
11. Hands - On Activities
12. Work with Reporting
13. Relationship: Careers - Math
14. Relationship: Careers - English
15. Relationship: Careers - Science

PARENT OPINION SURVEY*

The Canal Zone school system is interested in how you feel about Career Education. There are no right or wrong answers to the following questions.

The answers that you provide to these questions will be kept strictly confidential. Your name will not be used when the information is reported.

Please respond to each question by placing a circle around the "yes" or "no."

1. Are you familiar with the concept of Career Education? Yes No
2. My child talks about career education at home. Yes No
3. My child has discussed my occupation with me. Yes No
4. My child shows more interest in discussing the occupations of neighbors, relatives and other people in the community. Yes No
5. My child's attitude toward school has improved. Yes No
6. My child is more enthusiastic about going to school. Yes No
7. My child is more enthusiastic about the study of Math, reading, science, etc. Yes No
8. Does your child relate school activities to activities and occupations in the community? Yes No
9. Does your child attempt to relate career education activities to his interests, abilities and desires? Yes No
10. Has career education been what you expected? Yes No
11. Is career education worthwhile? Yes No
12. Should career education be infused in our educational program? Yes No

*Adapted from an instrument devised by LeVene A. Olson

BUSINESS AND INDUSTRY OPINION SURVEY*

(Other terminology -- more suitable to the Canal Zone -- may be preferred.)

1. Are you familiar with career education? YES yes ? no NO
2. Have you been contacted by personnel from the project? YES yes ? no NO
3. Do you feel that career education should be provided by the schools in the Canal Zone? YES yes ? no NO
4. Are students more interested in and aware of occupations of people in the Canal Zone? YES yes ? no NO
5. Is business and industry in the Canal Zone more involved in school activities because of Career Education? YES yes ? no NO
6. Do students seem to be more interested in school since career education was started? YES yes ? no NO
7. Is the general attitude toward career education favorable? YES yes ? no NO
8. Should career education be continued? YES yes ? no NO
9. Would you like to be involved with students in career education activities? YES yes ? no NO

*Adapted from an instrument devised by LeVene A. Olson

TEACHER OPINION SURVEY*

This is not a test. There are no right or wrong answers. We are interested in your opinion about career education in your school. Information obtained during this survey will be reported on a group basis only. No information about individuals will be provided to Local, State, or Federal agencies. The information you provide will be kept strictly confidential.

Please respond to each statement by placing a circle around the answer which best indicates your opinion about each statement according to the following criteria.

YES: I strongly agree with the statement. YES yes ? no NO

yes: I agree with the statement in general. YES yes ? no NO

?: I am not sure. YES yes ? no NO

no: I disagree with the statement. YES yes ? no NO

NO: I strongly disagree with the statement. YES yes ? no NO

1. The purposes of Career Education are clear to me. YES yes ? no NO
2. The purposes of Career Education appear to be clear to most of the students. YES yes ? no NO
3. The major purposes set forth for Career Education are being adequately met during the school year. YES yes ? no NO
4. The time allotted seems to be sufficient to accomplish the purposes set forth for Career Education. YES yes ? no NO
5. Students are able to gain first-hand knowledge of the world (field trips, resource people, etc.) YES yes ? no NO
6. Students are exposed to adequate hands-on experiences. YES yes ? no NO

*Adapted from an instrument devised by LeVene A. Olson

7. Students explore their capabilities in various areas under a variety of situations pertaining to the world of work. YES yes ? no NO

8. Students learn to self-appriase their emerging potentials. YES yes ? no NO

9. Equipment seems to be adequate to accomplish the objectives of the Program. YES yes ? no NO

10. Adequate materials and supplies are available for the Program YES yes ? no NO

11. Career Education of this type should be made available to every student. YES yes ? no NO

12. Students are able to become aware of the factors that contribute to success in an occupation. YES yes ? no NO

I feel that the Career Education should make most of my students: YES yes ? no NO

13. More well-rounded YES yes ? no NO

14. More motivated and interested YES yes ? no NO

15. More skilled in planning their careers YES yes ? no NO

16. More able to use their own initiative YES yes ? no NO

17. More self confident YES yes ? no NO

18. More able to see that knowledge is relevant to job success YES yes ? no NO

19. More able to make vocational choices that are satisfying and productive for both themselves and the society of which they are a part YES yes ? no NO

20. Other teachers in this school appear to have a favorable attitude toward Career Education. YES yes ? no NO

21. Helping students to appraise their abilities, interests and potentials is an important part of Career Education. YES yes ? no NO

22. Instruction in Career Education is relevant to the needs of students at this level. YES yes ? no NO

The local project coordinators have provided assistance in:

23. Selecting appropriate instructional materials YES yes ? no NO

24. Coordinating planning activities among teachers YES yes ? no NO

25. Helping me to better understand my mission YES yes ? no NO

•Identification and Cataloguing of Existing Resources

As has already been observed, it was evident from the discussion sessions that there are many people already on the staff of the Canal Zone Schools who are knowledgeable about and engaged in various component parts of Career Education. However, at present, there is no "catalogue" of these potential resource people; neither is there a "catalogue" of the Career Education activities in which they are engaged. It would therefore seem appropriate that early in any implementation--and planning--activity, an inventory of existing resources be compiled. Such an inventory should include people, activities, and materials that are available within the school system itself. And at the same time, the inventory should also include people, activities, materials, and facilities that are "outside" of the school system, but accessible to it.

•Development and Implementation of In-Service Programs for School System Personnel

The probability of success in attempting to effect an educational change is, in most instances, directly related to the degree of understanding of the proposed change that is held by those who will be affected by it (the change).

In the case of attempting to implement or infuse Career Education into the total educational program of the Canal Zone, efforts will have to be made to ensure a high degree of understanding on the part of the classroom teachers. They, and in fact all educators, will have to be helped to understand that Career Education is NOT:

- A separate course that is taught on Tuesdays and Thursdays at 11:30 A.M. by Ms. Copperthwaite and Mr. Appelgate;
- An elective course that is open to students in the 11th and 12th grades;
- A system or program of vocational or occupational training;
- A new name for occupational guidance; or
- A new program for young people who can't make the grade in the so-called academic subjects.

Instead, classroom teachers, as well as all other educators, will have to be helped to understand that Career Education IS:

- A system designed to help A L L learners to be better equipped to make rational decisions about themselves and their work/life style in society;

- A system that encompasses, in some form, all levels of education and extends even into adult life;
- A system of education in which the concepts (of Career Education) are built right into existing curriculums; and
- A system of education in which all educators are the principal instructors.

There are, of course, other "learning objectives" that might be listed, but those listed here should serve as "openers". A position paper such as suggested earlier may well serve to meet some of these needs, but it would appear that an organized, well developed, and relevant in-service education program would be the most effective method of accomodating the various needs of the educators. It should be noted that such an in-service program might well encompass a period of several years, and might use as its point of focus in each of those years a particular level of education.

From input received in the discussion sessions, there seemed to be some doubts and reservations about in-service programs. Several specific questions should be considered, including:

- Are teachers apt to be willing to participate in an in-service program for, say, one day (3 hours) a week for four weeks, either after school or in the evenings?
- Can teachers be paid for time involved in participating in in-service programs?
- Do teachers expect to be paid for their time when they participate in in-service programs?
- Are funds available to bring in "outside" specialists for periods of, say, ten days?
- Are there ways in which teachers might be brought together for two-day in-service programs? (Could all teachers be covered in four separate two day sessions during a two week period?)

S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
☒	☒	SESSION I		SESSION II		☒	☒	SESSION III		SESSION IV		☒	☒

There are many ways in which a program might be organized. The above schematic represents only one. It is intended to illustrate, however, how it might be possible to schedule a series of programs utilizing the same consultant. An alternative, obviously, would be to have all teachers involved on the same two days, but instead of one consultant, to have four (one for each group). The latter approach might be better suited to Zone School needs and schedules, and perhaps could be handled as a part of pre-opening activities.

Another approach, perhaps more manageable in terms of both numbers and dollars, would be to identify specific, and more limited, populations or groups with whom the Director wishes to work and concentrate on, and which would be willing to take a couple of hours after school every Wednesday, for example, to learn more about ways of implementing Career Education. An approach such as this, if properly followed, could well have a multiplier effect, with teachers who have become knowledgeable about the concept becoming "teachers" of other teachers.

Regardless of the specific approach used, it would seem necessary to include some provision for in-service programs in any plan for implementation of Career Education in the Canal Zone Schools.

CONCLUSIONS

Earlier in this report the author made special mention of the fact that his personal knowledge of the educational system in the Canal Zone is based on perceptions gained over a period of a very few days. In this vein, he inferred that his perceptions, and, similarly, his observations, may be fallible. But even allowing for some degree of fallibility, the author is of the opinion that he gained more than a little acquaintance with the Canal Zone Schools, the philosophy behind their programs, and their operation. Because of this, the author feels comfortable with the suggestions made concerning Career Education in the preceding section.

The leadership of the administrative staff in promoting and advocating the use of the concepts of Career Education is much in evidence among school principals, counselors, college instructors, and classroom teachers. The efforts of Superintendent Speir and Dr. Annis have paid off, and have resulted in what has been described elsewhere in this report as a "climate" conducive to implementation of Career Education.

With the existence of such a "climate", the Canal Zone School System is already ahead, in a readiness sense, of many other state or extra-state jurisdictions insofar as installation and/or implementation of the concept of Career Education is concerned. Using an analogy derived from an old saying, the iron seems to be hot. And in the opinion of the author, the time for the Canal Zone Schools to begin to fully implement the concept is now, while the iron is hot.

The suggestions made earlier were intended both as suggestions and as recommendations. As suggestions concerning broad courses of action, they are valid. As recommendations concerning specific actions, they are purposely vague. The degree to which the reccommendations are practical is an unknown--and this will have to be confronted, explored, and resolved. Demonstration programs in pilot schools may be a more practical approach than a system-wide approach. And separate emphases in the several levels may be more practical, at the outset, than a more unified approach.

However, whatever the degree--pilot or system--and whatever the approach, it seems very clear that it must be well coordinated and articulated. The work of the college, for example, will have to be closely tied to the efforts being made in the high schools, and the work in the high schools must relate to the junior high school programs. And obviously, the efforts of the junior high schools should be predicated on the work being done in the elementary schools.

Career Education, as a concept, is being accomplished in varying degrees, in each level. The various efforts, however, appear to exist in some degree of isolation from each other. A full time Director of Career Education could do much to bring about a considerable amount of coordination.

This then, would be a primary recommendation: A Director should be appointed as soon as possible. With such a position and the right person, the other essential ingredients--the plan, advisory board, inventory of need, inventory of resources, etc.--will be more likely to fall in place. Such an appointment would literally be the biggest single undertaking in the overall process of implementation.

In fairness, if a director were to be named, "ground rules" would have to be established, and operating parameters would have to be made clear. If funds are limited, so will be the magnitude of certain operations. If there are constraints created by policies of the Canal Zone Government on the Panama Canal Company, certain elements of a projected program may have to be curtailed or restricted. But with the "climate" that already exists, and with the leadership that is present, any such "ground rules" would not seem to be permanent--i.e., the possibility of change seems to exist. And with the "climate" and leadership as it is, the changes, as they occur, will be for the better. This, in essence, would seem to describe the future of Career Education in the Canal Zone Schools.

Acknowledgement

The adaptations of survey instruments presented in this report were made from instruments contained in the report, A Study of Elementary and Secondary Career Education in Lincoln County (West Virginia), by Dr. LeVene A. Olsen.

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WORKING DRAFT

CAREER EDUCATION: EVALUATING THE PROCESS

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A Special Paper

Strengthening State Leadership in Career Education

A Project of

The Council of Chief State School Officers
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PREFACE

(The Setting)

Energized by various forces in society, the new breed of educators across America are eager to spread the word about Career Education. They are impatient in getting to the heart of the matter. They are demanding immediate results from students. However, in their zeal to infuse career education into current courses, they may by-pass people who are important in the process of accomplishing both short term and long term goals.

"But immediate student outcomes are required by the bureaucracy" say the new breed with indignation. Many voice the opinion that "innovative programs must be designed and developed by those of us who understand the concept". Due to problems of agreeing precisely on what career education is, the number of people is reduced to a minimum. "We will involve others once we have come to an agreement on the concept," others argue persuasively.

And so the argument goes until students begin receiving career education experiences. "Now we can involve others," the career education leaders say with a feeling of accomplishment.

Evaluators are invited to submit proposals to evaluate student outcomes. The contract usually is awarded to the party who promises to collect the most data for the least amount of money. And the evaluation begins.

WORKING DRAFT

(DRAFT)

The evaluators very crisply and business-like move methodically throughout the school system collecting vast amounts of information which stymie the program leaders and confuse the teachers and administrators.

Anxiously the program leaders query the evaluators. "We have some very interesting results," they tell the program leaders secretively, "but we need to conduct additional analysis of the data." The program leaders pursue their line of questioning and the evaluators continue to provide evasive answers and research jargon.

At last, the research report is released. Through page after page the program leaders eagerly look for even the tiniest shred of evidence that career education does make a positive contribution to student outcomes. Finally, the last section of the report. Surely this section will provide convincing evidence of the value of career education. But the program leaders are unable to pinpoint the evidence which they are confident is in the report.

A telephone call to the evaluator confirms their suspicions. Although the results are very interesting, there is complete lack of evidence that career education contributes to the achievement of the program goals. "The fact is" reports the evaluator tersely, "that there is little indication that career education is being implemented as you think it is."

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(DRAFT)

In despair, the program leaders go back to the drawing board to redesign the project. Too often this means more of the same thing. The new design may look different yet it continues to achieve poor results. Why?

The thesis of the paper is that (1) the design of innovative programs is a complex process that requires input from many populations and (2) this complex process must undergo continuous evaluation and redesign.

The paper then must deal with the two issues which are, because of their nature, inseparable. To be effective in evaluating the process, one must possess thorough knowledge of the process. An important component of the process is continuous evaluation. The writers contend that a large degree of the success of an innovative approach to education is due to the initial developments in the community and school system.

(DRAFT)

UNDERSTANDING THE PROCESS

The challenge to career education leaders is to fabricate an approach to career education which fits the social and community expectations. This will require large scale collaboration with representatives of all educational disciplines, grade levels, professional services, levels of administration, and members of the community. Career education leaders must look beyond themselves during the developmental process so that the concept of career education as implemented will reflect the social educational realities faced by both teachers and students alike. New partnerships in education must be developed which will make constructive use of insights of the populations represented in the school systems and populations served by the school systems.

Generally, career education leaders search for colleagues who support the hypotheses, tenents, or principles of the concept of career education. Because of their similar philosophy of education, it is not too difficult to obtain agreement regarding the what, when, where, and why of career education. During these developmental stages, opponents of career education are often systematically omitted from the decision-making process. And during these stages of development, barriers are often erected which are difficult, if not impossible, to remove.

The hostilities and energies of these new partners must be harnessed and directed toward the development of viable career education efforts. The creation of an environment in which others feel free to express their feelings may cause feelings of insecurity in the program leader. Yet the results appear to be worth the discomfort encountered.

Thorough consideration must be given to mechanisms that can be utilized to bring about the necessary group collaboration and broad base of decision-making. The framework for interaction sessions may involve a sequential group building process which takes all participants through four basic stages of team development: (1) getting acquainted, (2) trust building, (3) formation of helping relationships, and (4) group collaboration on a common task.[1]

Any apparent defensiveness on the part of career education leaders must be eliminated. Obviously, they must be willing to accept those ideas from others which seem to make sense and at the same time help clarify issues which provide controversy. An atmosphere must be created which will support the needs of the individuals involved. Opportunities must be provided for personal involvement, ego support, social mobility, introspective articulation, feedback and professional dialogue.[2]

PROCESS FOCUS

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(1) Thomas E. Woodall and Le Vene A. Olson, Education for Reality: In-Service Design for Teacher Orientation in Career Education, (Bethesda, Maryland: Eric Document Reproduction Service, 1972) p. 16.

(2) Le Vene A. Olson, A Study of Elementary and Secondary Career Education in Lincoln County, (Huntington, West Virginia: Marshall University, January 1974), p. 49.

One method of creating an atmosphere in which defensiveness can be minimized employs the dual functions related to process (human relations) and task (conceptualizing, program planning and staff development). Care should be exercised so that the developmental efforts begin with the process focus and then move into the task component. Initial efforts should involve group development, team building, and the creation of a consultative helping relationship.

Utilizing the process focus (human relations) early will help the group proceed from a heterogeneous collection of individuals to a cohesive, committed team unified around a common goal (the development of strategies for implementation of career education). Appropriate utilization of this focus breaks down barriers and facilitates the development of an effective communications system.

It is vitally important that the process involved in conceptualizing, program planning, and staff development be continuously evaluated and that the results of the evaluation be incorporated into the process immediately. Care should be taken so that career education leaders do not try to explain away the arguments against a process which they feel is effective but which, in effect, is questionable. Career education practitioners must seriously consider the results of the process evaluation and display the flexibility needed to make the necessary adjustments.

There is little need to attempt to develop and promote career education when intervening variables are not recognized and dealt with openly. When intervening variables, (hidden agendas and unanswered concerns) are not brought into the open and resolved, they will continue to haunt those who are promoting career education.[3]

Professionals apparently have some resistance to being "sold" a new idea. Experience in workshop planning and process indicates that some processes bring about better results than others. More specifically, the attitudes of the workshop presentors radically affect either the acceptance or the rejection of the initial activities. Acceptable results have been attained when a basic assumption was made that educators are responsible professionals who want to achieve higher standards and are competent, productive individuals. This basic assumption coupled with an open, non-defensive attitude on the part of the presentors offers a high degree of predictability to success or failure.

Workshops that incorporate the group -- re-group process -- generally get better involvement from participants than do the auditorium seating arrangement where participants are "talked at" for long periods of time.

DECISION-MAKING

The rapid rate of change that confronts the world today seems to allow decision-makers to rationalize that "a decision had to be made and there was not sufficient time to consult others".

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(3) J. William Pfeiffer and John E. Jones, Structured Experiences for Human Relations Training, (Iowa City, Iowa: University Associates, 1973)

This is often perceived as an acceptable and even expected approach until the effects of decisions begin to surface. But people are no longer willing to allow themselves to be engulfed in activities in which they have no control. People are now asking -- and even demanding -- the right to be included in the decision-making process. If this process is to be successful, the groups that are affected must be involved early in the decision-making activities. Many pitfalls are present to make the process difficult. However, if the designers of change are open, honest and promote humane ways of initiating relationships, the probability of success is strengthened.

Teachers are the final gatekeepers of information and methods that reach the student. The career education leader must, therefore, establish an open, friendly, and trusting relationship with the classroom teacher. In many situations the career education leader has responsibility for implementing programs but no authority in the system. In the past (and to some extent now), this would have been considered an impossible situation. However, in the light of new evidence, it seems that a helping relationship is more effective in bringing about positive change in the classroom.

COMMUNICATIONS

Effective and meaningful communications is contingent upon all persons concerned having the same understanding of the terms used. Several factors hinder the communications process and therefore limit the rate and quality of support from community groups. Most groups have their own jargon which has been developed over a period of time and which may unintentionally severely limit both understanding and communication. It is recognized that this situation exists in other career areas, but educators often forget that they also speak in a heavily jargon laden language. For example, the very term "career education" has had numerous definitions over the last few years. When persons outside of the career education movement are confronted with the term (career education) they often believe they understand what is said but the communication is filtered through different experiences and may actually convey several meanings.

Language must be meaningful to its users. For many children, youths and adults, experiences in the nonverbal world are necessary to add meaning to symbols commonly used. The completely cognitive approach of utilizing nebulous symbols in defining other symbols (words) does not necessarily provide the meaning which is a prerequisite to full and complete understanding of our language.

The skill of communicating is the single most important tool that men and women have at their disposal. The basis of intellectual activity is the ability to accurately manipulate symbols so that others can understand the nonverbal world about which individuals communicate. Coupled with the manipulation of symbols is the need to understand the consequences of language usage.

To illustrate the need, the lexicographers (authors-editors) of The American Heritage Dictionary of the English Language commissioned a usage panel of about a hundred members to expose the lexical opinions of a large group of leaders with recognized ability to speak and write good English. According to the lexicographers:

> ...It is significant that on specific questions, the Usage Panel disagreed more than they agreed, revealing a fact often conveniently ignored -- that among those best qualified to know, there is a very considerable diversity of usage. Anyone surveying the panelists' various opinions is likely to conclude that good usage is indeed an elusive nymph, well worth pursuing but inconstant in shape and dress, and rather hard to back into a corner. (Page XXIV)

Experience has indicated that the education community may be the unit which is most severely handicapped by the definition syndrome. When comparisons are made among educators, they frequently have divergent ideas about the term career education and what it means. One of the most effective means developed to communicate the concept seems to be the utilization of examples of activities that accompany what is generally understood as career education. Persons or groups may feel that after one or two examples they understand the concept of career education. But in reality, it usually takes many more hours of dialogue for the individual to perceive the "big picture".

In defining career education, emphasis should be placed on the need to refocus courses so that they meet the needs of today's students. Attention should be given to devising techniques which help pull together traditional thought and emerging social concerns. Those who are being introduced to the concept of career education must come to a realization that one of the most promising approaches for revitalizing learning on the American educational scene today is career education:

> Career education is essentially an instructional strategy, aimed at improving educational outcomes by relating teaching and learning activities to the concept of career development. Career education extends the academic world to the world of work. In scope, career education encompasses educational experiences beginning with early childhood and continuing throughout the individual's productive life. A complete program of career education includes an awareness of self and the world of work, broad orientation to occupations (professional and non-professional) clusters, career preparation, an understanding of the economic system of which jobs are a part, and placement for all students.[4]

Experience has indicated that one of the most important facets of communication is sending messages, which convey sincere honest feelings. Group process procedures support the idea that being defensive when beliefs or ideas are challenged actually deters message transfer. Many persons find it difficult to express a belief and then when challenged, not return the challenge with anxiety or anger. However, many group leaders have found the non-defensive approach to be an effective method of introducing a new concept.

It appears that an appropriate way to introduce career education to the many different communities is to establish a

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(4) Career Education, (Washington, D.C.: The Council of Chief State School Officers, November 16, 1975), p. 2.

workable, comprehensive definition with usable language, be willing to engage in dialogue, exhibit patience and non-defensive understanding with the intent to gain acceptance of the idea.

Communication techniques are recognized as having more effect upon exchange of information and reaction of the various personalities involved than previously thought. In many instances, *how a statement is said* may carry more weight than what the speaker actually said. Thomas Gordon, in *Leadership Effectiveness Training Work*, has suggested that using "*you*" statements (e.g., "*You* ought to do", "*You* should do", "*You* did it to me", are considered very threatening to the person who receives that statement. On the other hand, when the "*I*" statement (e.g., "*I* feel", etc.,) is used, the person receiving the communication knows that feelings about the particular matter in question are being expressed without a threat. Of course it is absolutely necessary that the "I" statement and the feelings be congruent; that is, what is said must also be communicated by observable action.

EVALUATING THE PROCESS

Often concerns which have been caused by inadequate attention to the process phase of the venture contribute to negative product evaluation results. Educators are often stymied by the negative results and lack logical explanation for the findings.

Too often educators make clear-cut decisions about the worth of educational programs solely on the basis of a single product outcome (such as specific student achievement). On the basis of that outcome, educators may well decide to expand the program or limit its role to some degree. It goes without saying that product or summative research is an important part of evaluation. Yet its importance must not overshadow the need to establish ongoing procedures to evaluate the process.

Process or formative evaluation involves a set of procedures to determine the worth of specific educational endeavors during the formative stages. In the context used here, the formative stages are defined as those stages which involve the conceptualization, program planning, and staff development efforts which take place prior to large scale implementation in the classroom. Process evaluation often is concerned with evaluating the process of learning for kindergarten through twelfth grade students while failing to evaluate prior stages.

Programs often fail because of inadequate attention to the important human relations aspects of conceptualization, program planning, and staff development. It may appear that once a plan of action is devised to achieve the objectives of conceptualization, program planning, and staff development, career education leaders should be able to transport the plan from place to place. But due to the changes in ourselves, emerging social concerns, political issues, and the complexities of group processes, individual plans of action must be devised for each situation.

Such plans must be based on the best estimate of the situation (background, experience, and prior process evaluations). However, career education leaders cannot be complacent with the knowledge of prior successes. Each situation must be evaluated quite early in the process and changes made so that the process phase of the venture is effective in accomplishing its objectives.

> Evaluation, so long as it is used as a means and not an end, is a continuing, on-going process. And it starts, if done properly, when the initial efforts -- the planning -- are made. Again, evaluation is not a goal in and of itself; it is not something that is accomplished and then forgotten. And because of its continuing nature it is an invaluable tool to use in viewing changes which have taken place.[5]

The writers believe that career education possesses far more potential than is currently thought by theoreticians and practitioners. Yet the potential cannot be realized until the process phase of the venture is accorded the importance which it deserves. This means that continuing process evaluation must be viewed as an invaluable means to focus on the developmental process which takes place prior to large scale implementation in the classroom.

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(5) David L. Jesser, "Evaluation and Career Education: Some Observations and Reflections" (Paper presented to the Alabama State Conference on Career Education, 1975, Montgomery, Alabama), p. 15.

The results of these evaluations may indicate a need for greater attention to human relations concerns. An on-going evaluation must be incorporated into a process design which employs a dual focus related to human relations functions and task functions.

INITIAL STEPS

The purpose of evaluating the process early and continually is essential if immediate adjustments are to be made in the process. Very early in the process, the career education leaders must firmly establish themselves as persons who are committed to listening to the group representatives and are committed to adjusting methods and procedures.

Before any member of such a group can become secure to the point of sharing information and experience, he or she must be able to answer the question, "Who am I" in relationship to everyone else. The most logical answer to this situation appears to be personal introductions of persons involved. Far too often the introductions are very quickly dispensed with by asking each person to introduce himself or herself.

To allow the process evaluation to begin, adequate time for introductions -- getting acquainted -- must be provided. At least an hour should be scheduled for this purpose. Larger groups should be broken down into groups of three or more. The individuals should be instructed to obtain information about each other so that they will be able to introduce one of the persons the following day.

The individuals usually will begin by asking each other for official and unofficial background information for their introductions. But once they begin obtaining information of this nature, they will usually begin to discuss the design and development process in which they are involved, the concept of career education, etc. At this point, informal evaluation of the process has begun.

The purpose of the introduction appears merely to be a way to determine who the people represent. Yet of greater importance are two additional purposes: (1) to provide opportunities for the participants to informally evaluate the process and (2) to achieve social mobility in a group of strangers.

A mistake often made by workshop leaders is that of assuming that because the individuals are from the same community or school they are well acquainted with each other. This is a poor assumption -- even in a small community or school.

Through the initial small group discussions to obtain information for introductions, members will begin to share feelings and concerns about career education. A person may feel alone in relationship to a particular concern. As the participants begin to share feelings, the person begins to understand that others share his feelings. If members of the group do not know that others feel as they do, the isolation is as real as if each person has separate and distinct feelings.

To confirm to the participants that the workshop leaders are sincere in their efforts to conduct a viable workshop, an activity such as the one-way two-way communications exercises should be utilized. These activities very clearly indicate the need for two-way communications and bring to the surface barriers to communications.

ESTABLISHING GOALS

In order for a group of persons to work together harmoniously and make effective decisions related to the design and development of career education, they must have some experience in consensus decision-making. The NASA Decisions by Consensus exercise enables members of the group to experience decision-making in a simulated problem situation which is non-threatening. It enables participants to evaluate the quality and effectiveness of individual decisions as opposed to group consensus decisions.

Most of the participants will have had practical experience with other methods of decision-making. But it is likely that only a few of the participants will have had the opportunity to explore the consequences of consensus decision-making under controlled conditions in which they are not risking their reputations should the decision obtained be unsatisfactory. An exercise of this nature affords a practice arena in which immediate feedback is provided. And it also provides individual members with skills in handling disagreements. (See Appendix A for illustrative examples.)

After persons involved in the career education process agree to some basic objectives and have common direction in where they want to go, procedures must be devised to achieve these goals.

Many techniques to assist in the evaluation process are available to groups that initiate career education efforts on either a large or small scale. The recent push in education circles for the use of MIS (Management Information Systems) has caused educators to give more attention to detailing activity and time charts. The use of Flow Charts, PERT Charts (Program Evaluation Review Techniques), and simulated problem solving by programming computers with base line data, are only a few of the means used in today's complicated evaluation procedures.

Anticipating contingencies is one area that seems to become more important than ever because of the quickening pace in educational circles. Contingencies exist today that received only a cursory glance a few months ago. Many are so important that if they are overlooked the total program could be in serious danger. One major item, as an example, is the rapid change in energy costs and supply which has often curtailed or eliminated field trips in career education programs. This again emphasizes the importance of incorporating a formative evaluation process as well as a summative or final evaluation in the overall career education process.

Individual techniques that are used by some career education practitioners may differ greatly but should not be discounted because they are merely different. An effective evaluation will explore and assess the variation in technique and frequently the different approach may be more effective -- or just as effective -- than the more conventional procedure. It is usually helpful, however, if any planned variations can be anticipated early so that adequate attention can be given to evaluation.

EVALUATION PROCEDURES

Since the process focus (human relations orientation) and process evaluation are intricately intwined, there is no single point in time when one can say, "We have arrived". The need to view evaluation as a continuous, on-going process cannot be overemphasized. The evaluation must take many forms (formal and informal).

If the program leaders are willing to utilize evaluation results which are obtained early, later evaluations will tend to yield valid results. If they are unable or unwilling, later evaluations will probably be less valid. And if the participant's evaluations are viewed as a formality which have no impact on the program design, participants are likely to grow uneasy about being open and honest with them.

An evaluation approach which reduces the level of risk for each individual utilizes small groups to discuss and record the judgments, recommendations and questions during the first day. These evaluations are collected and time is allowed on the program during the first day so that the judgments, recommendations, and questions can be discussed openly. Changes are made on the program to accommodate the concerns of the group. When concerns cannot be addressed immediately, the reasons are explained to the group.

Once the participants recognize that the program leaders are earnestly seeking their judgments, so that the program can be altered to meet their needs, the participants can submit unsigned cards which will generally provide more personal judgments, recommendations, and questions. This process should be continued on a daily basis with ample time allocated for the preparation of the cards and discussion of the evaluations.

Other, more formal evaluations can also be utilized to obtain process evaluation data. Semantic differentials and familiarity scales can be devised for use in measuring changes in attitudes and degree of knowledge in pre-test post-test situations.

The semantic differential utilizes pairs of adjectives with opposite meanings to describe the participant's attitude about a word, term, or concept. The participants are asked to indicate their feelings about the word, term, or concept by placing a check mark alongside the continuum which contains opposite adjectives on the extreme left and extreme right. (See Appendix B.)

The participants are pre-tested prior to the time that they begin receiving information about career education. At the conclusion of the workshop, the semantic differential is administered a second time to obtain post-test data.

The degree of attitudinal change is determined for each participant by comparing the pre-test position against the post-test position for each set of adjectives. For example, one point can be awarded for each shift in positions or weighted scores can be arbitrarily assigned. The total score divided by the number of participants will indicate the average change in attitude related to a particular word, term, or concept.

The familiarity scale may be used in a similar fashion as the semantic differential. Pre-test and post-test scores can be compared to determine the degree of change produced by the process. The familiarity scale is included in Appendix C.

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APPENDIX A (1)

Consensual Decision-Making

Consensus

Group consensus represents a decision-making method in which all participants contribute resources and all share in the final decision. No decision becomes final which is not understood by nearly all members; for this reason, consensus is difficult and sometimes impossible to obtain. It requires a fairly advanced skill in two-way communication, coping with conflict, and using individual resources.

For us, consensus does not mean a unanimous vote; nor does it mean that everyone agrees. It means that (a) everyone can paraphrase the issue to show that he understands it, (b) everyone has a chance to describe his feelings about the issue, and (c) those who continue to disagree or have doubts, indicate publicly that they are willing to give the decision an experimental try for a prescribed period of time. Consensus is a condition in which every member is willing to go along without sabotaging the decision. This does not mean that the decision represents everyone's first choice. It means that a sufficient number of people are in favor to get the decision carried out while others understand what is happening and will not obstruct it.

An essential technique for obtaining a consensus is the survey. The full use of this technique involves the following: First, someone presents the issue clearly. Then, one or two others

APPENDIX A (2)

attempt to clarify it by restating it. Then everyone in turn states his reactions to the proposal. (This is taking a survey.)

Each person should be as brief as possible while still being clear, but he need not restrict himself to yes or no. He might say that he is uncertain, that he is confused and wants to hear more, that he is experiencing some pain, or he can simply say that he does not wish to talk about it. A group using the survey should not allow an individual to remain completely silent. If someone does not want to speak, he must at least say explicitly he wants to say nothing. This assures the group of bringing up-to-date its knowledge of every member's point of view on the question and of doing so through explicit statements, not presumptions.

APPENDIX A (3)

A Mini-Version of Problem-Solving and Action Planning

The following process is intended to provide general guidelines for a group wishing to methodically, yet quickly, engage in problem-solving and action planning activities.

An organizational problem is herein defined as any issue for which the whole group wishes to plan, and which can be planned or decided in a short period of time.

Stage 1: Define the problem

Given the issue for which you have convened, discuss some of its broad parameters as a problem. Why is it a problem? What are some of its facets? What are the underlying issues that present problems?

Stage 2: Suggest alternative solutions

Each member of the group will try to think of two viable solutions to the above problem. Take some time to think about these solutions and to list them below. Then share them with the group.

(a)

(b)

Stage 3: Choose some solutions (not more than five)

From all of the alternatives before you, you must as a group choose about five of the most promising solutions. This must be a group decision based on consensus.

(DRAFT)

APPENDIX A (4)

In arriving at a consensus group decision,

(1) everyone should feel free to state his reasons why one or more items should be listed among the five

(2) the communication skills learned earlier should be used

(3) a survey should be taken when actually making the choices

(4) every member of the group should "own" or be willing to support the five alternatives which are finally chosen

Stage 4: Make some action plans

Outline, based upon the solutions you chose,some plans for implementing those solutions and for resolving the problem. The plans should be as specific as possible (including when, where, who and how). All of the members of the group should agree to help implement the plans. The plans should be recorded and every member of the group should receive a copy of them.

Stage 5: Checking on the group's effectiveness

You have been working together on a task. To help you work more effectively in the future, it is important that you review the process of how you have worked together during the last hour or so. Do you personally feel satisfied? Why? Why not? How could the team work more effectively in the future?

APPENDIX A (5)

PURPOSES

A. Encouraging mutual problem-solving

B. Maintaining a permissive climate

C. Facilitating the group's task activity

THEORY

1. Problem-solving groups typically progress too rapidly toward a solution. Once a task is begun, psychological forces operate to push it toward solution. Much experimental evidence is available supporting the value of delaying reaching a solution and spending more time focusing on the problem. The convener must inhibit his tendency to push toward solution-mindedness and encourage problem-mindedness.

2. Disagreement is a valuable tool for creativity and effective problem-solving. The convener should encourage respect for disagreement and turn it into a stimulant for new ideas.

3. Evaluation and criticism inhibit idea-generation. The convener should delay criticism by seeking alternative contributions.

4. Conveners have much power, even when they have no formal authority. The convener's suggestions are often blindly followed or resented, thus he should be aware of his domination and try to control it.

5. Leadership is a set of functions. The convener should encourage shared responsibility of these functions.

ACTIVITY

1. Helpful behaviors regarding the task/content:
   a. Organizing-agenda-building
   b. Identifying resources
   c. Keeping group in phase
   d. Encouraging dispersed participation
   e. Diagnosing and evaluating progress
   f. Seeking information and alternatives

APPENDIX A (6)

- g. Clarifying ideas, paraphrasing
- h. Summarizing or asking for a summary
- i. Checking for agreement
- j. Taking a survey
- k. Asking for a decision
- l. Encouraging disagreement

2. Helpful behaviors regarding group process/maintenance:
    - a. Attending to feelings of confusion
    - b. Keeping members involved
    - c. Reinforcing contributions by others
    - d. Relieving tension
    - e. Clarifying hidden assumptions
    - f. Debriefing or conducting other evaluation
    - g. Attending to physical surroundings
    - h. Checking perceptions
    - i. Listening actively (paraphrasing) and encouraging others to paraphrase
    - j. Recording members' ideas

APPENDIX B

Semantic Differential

Name: ______________________________

This is not a test. There are no right or wrong answers. We are interested in how this group of educators feel about certain concepts. Information used from this instrument will be reported only on a group basis. No information on individuals will be provided to local, state, or federal agencies. The information you provide will be kept strictly confidential.

At the top of the next page is a word. Beneath the word is a pair of words with opposite meanings.

You are to place an "X" in the space nearest to the meaning which tells how you feel about the concept.

For example:

SCHOOL

Pleasant		X				Unpleasant
Inactive					X	Active
Friendly			X			Unfriendly

In this example the person felt that SCHOOL was sort of pleasant, but not very pleasant so he placed an "X" in one space away from pleasant.

Then he felt that SCHOOL was very active, so he placed an "X" in the space right next to the word Active.

Then he felt that SCHOOL was not friendly and was not unfriendly, so he placed an "X" in the middle space between friendly and unfriendly.

Remember, put only one "X" on a line.

(DRAFT)

APPENDIX B (2)

CAREER EDUCATION

Pleasant _____|_____|_____|_____|_____ Unpleasant

Inactive _____|_____|_____|_____|_____ Active

Friendly _____|_____|_____|_____|_____ Unfriendly

Energetic _____|_____|_____|_____|_____ Lazy

Slow _____|_____|_____|_____|_____ Fast

Good _____|_____|_____|_____|_____ Bad

Cruel _____|_____|_____|_____|_____ Kind

Soft _____|_____|_____|_____|_____ Hard

Unfair _____|_____|_____|_____|_____ Fair

Rugged _____|_____|_____|_____|_____ Violent

Strong _____|_____|_____|_____|_____ Weak

Dull _____|_____|_____|_____|_____ Sharp

(DRAFT)

APPENDIX C

FAMILIARITY SCALE

NAME: ______________________________

This is not a test. There are no right or wrong answers. The following terms represent concepts that may be necessary to develop, organize, and implement career education programs. No information on individuals will be provided to Local, State, or Federal agencies. The information you provide will be kept strictly confidential.

Educators vary in their degree of familiarity with these concepts. You are not expected to be familiar with all of these concepts. Indicate your familiarity with these concepts by rating each term according to the following scale:

VF: I am very familiar with this concept

RF: I am rather familiar with this concept

MF: I am moderately familiar with this concept

SF: I am slightly familiar with this concept

NF: I am not familiar at all with this concept

Circle the rating that most accurately represents your degree of familiarity with each concept.

(DRAFT)

APPENDIX C (2)

	Very Familiar	Rather Familiar	Moderately Familiar	Slightly Familiar	Not Familiar
1. Career Education	VF	RF	MF	SF	NF
2. Career Awareness	VF	RF	MF	SF	NF
3. Career Orientation	VF	RF	MF	SF	NF
4. Career Exploration	VF	RF	MF	SF	NF
5. Vocational Education	VF	RF	MF	SF	NF
6. Cluster Concept program	VF	RF	MF	SF	NF
7. Field Experiences	VF	RF	MF	SF	NF
8. Curriculum Blending	VF	RF	MF	SF	NF
9. Resource Role Models	VF	RF	MF	SF	NF
10. Simulation Activities	VF	RF	MF	SF	NF
11. Role Playing	VF	RF	MF	SF	NF
12. Psychomotor Activities	VF	RF	MF	SF	NF
13. Behavior Modification	VF	RF	MF	SF	NF
14. Future Shock	VF	RF	MF	SF	NF
15. Multi-occupational program	VF	RF	MF	SF	NF
16. Cooperative Education	VF	RF	MF	SF	NF
17. Articulation	VF	RF	MF	SF	NF
18. Behavioral Objectives	VF	RF	MF	SF	NF
19. Teaching Strategies	VF	RF	MF	SF	NF
20. Experiential Activities	VF	RF	MF	SF	NF

CREATING AND UTILIZING ADVISORY COUNCILS

A report compiled as a result of a special
interest group session at the

"National Conference for State Directors of Career Education"

May 2-3-4, 1976 Phoenix, Arizona

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INTRODUCTION:

Recent federal laws, rules, and regulations, including those relating to career education, have specifically called for the creation and use of advisory councils at the state level. The framers of such laws and rules, however, should recognize the individual uniqueness of the individual states in the design of matters concerning advisory councils. Some states, for example, mandate by law the number of boards and councils a state agency may create. In such states, a federal requirement that advisory councils be formed with certain prescribed numbers and a restrictive description of membership could cause serious problems when state advisory councils for career education are created. It is therefore recommended that the matters of membership -- who, how many, etc. -- and duties be left for the determination of each state and extra-state jurisdiction.

The above in no way is intended to lessen the importance of advisory councils. Such bodies are perceived as being essential to successful implementation of career education oriented programs. To the extent possible, however, formation should be a matter of local (state) concern.

AREAS OF CONCERN:

1. *What groups should be represented on a State Career Education Advisory Council?*

It is a consensus that the list provided in the proposed rules for career education programs should consist of at least 50% representative areas other than education. The membership of this council should be flexible to address the outcomes to the state. (Attachment A contains the suggested list of members which may or may not be adaptable.)

2. *What are ways to achieve balance in an Advisory Council so as to serve both political and content ends?*

In establishing or identifying the council, membership must be representative to the major socio-economic areas of the state. This issue is further elaborated in the following area of concern.

3. *What are the mechanics of establishing and operating a State Career Education Advisory Council?*

The state education agency should formulate by-laws to determine goals and objectives for the group, and for establishing whom the group is advising. Such by-laws should be quite specific in terms of membership, appointing authority, role of administrative personnel and should indicate funding sources that could be utilized for implementation purposes. In some instances, it may be desirable to "hand pick" key individuals to serve on the council; in other cases it may well be more appropriate if clientele groups named their own representatives.

After an Advisory Council is formed, it would seem to be desirable to create several sub-groups or committees. Some which might be considered include those in areas of:

a. Budgeting, financing, funding resources and legislation.

b. Program, operation, services, activities.

c. Evaluation, planning, research and special studies.

d. State plan evaluation, guidelines and recommendations.

e. Personnel, professional development and teacher education.

f. Business/industrial development, industrial skills, employment, and manpower needs.

g. Public information, public relations, publications and reports.

h. State affiliations, structured and unstructured relationships.

i. Ancillary services.

j. Exemplary programs and projects.

4. *What should be the relationship of the State Career Education Advisory Council to the State Vocational Education Advisory Council? To Higher Education Councils? Others?*

A positive and compatible working relationship should exist between career education councils and other individual state councils. In some instances, however, career education might be treated as a sub-section of several councils or as joint membership to the vocational education council.

Suggested relationships to other state councils might be summarized as:

a. Several members of the career education council who are joint members on other councils.

b. Exchange of meeting minutes and reports prepared by career education council.

c. Work toward establishment of sub-committee on career education on existing councils.

There would seem to be considerable benefit if state councils for career education were to have a relationship to the National Advisory Council for Career Education. Such a relationship or involvement might include:

a. Communicating to National Advisory Council concerns about needs, such as the establishment of long-range planning efforts.

b. Communicating areas of concern where federal funding should be sought.

c. Providing input concerning national policies and legislation for career education.

d. Serving as a linkage between local and national levels, especially in the areas of policies and related concerns.

e. Providing the National Advisory Council an annual report regarding activities of the State Advisory Council, and at the same time indicate state and local career education needs as it pertains to the items above.

5. *What role should an Advisory Council play in communications?*

a. To assist in the development of the State Plan for Career Education.

b. To locate and enlist support and assistance from key state, and perhaps local, groups.

c. To provide a clear linkage at the state level between education and work.

d. To serve as a catalyst for state action and involvement.

e. To provide information regarding educational and education-related needs in the state.

f. To make recommendations about policy formulation in the state.

g. To advise on career education program development.

h. To conduct and communicate evaluations of career education.

i. To play a role in assisting and advising local advisory councils and communicating local and state concerns to national advisory council on career education.

6. *How can a State Advisory Council be most effective in making recommendations for policy formulation?*

   a. Learning about policy, policy development, interpretation, execution and publicity.

   b. Determining the clientele and the services to be rendered to each group among the groups composing the clientele. This can be done by:

      1) Finding out what groups are served and how they are served.

      2) Determining the educational needs of served and unserved groups.

      3) Studying the migration into and out of area and educational implications.

      4) Deciding how local schools should be affected by state, national and world needs.

      5) Determining what school can do best and what should be left to others.

   c. Determining the public purposes career education should serve. To do this it will be necessary first to:

      1) Identify the purposes the State system is trying to serve.

      2) Propose purposes definite enough in order that evaluation can properly be accomplished.

   d. Proposing arrangements for evaluating.

      1) Learning how program is now being evaluated.

      2) Recommending other means of securing regular systematic evaluations.

e. Studying and making recommendations regarding:

   1) Organization and administration of program

   2) Program planning

   3) Staff

   4) Funds

SUMMARY:

The following suggestions to each state coordinator of career education were offered as an approach to preparing a preliminary plan of action.

1. Specify groups you plan to use in your council.

   a. Show how you will achieve "balance" between political influence and career education expertise on the council (not necessarily 50-50).

   b. Indicate names of individuals and groups you will recommend to your chief, state board, or governor.

2. Outline the mechanics of how you propose to establish and/or operate your state council. This could be set forth in terms of the following:

   a. Status of council, purposes (critical importance), and limitations.

   b. Membership and terms of members.

   c. Committees of the council.

   d. Relationships to other councils (e.g., vocational education, higher education, manpower) and duties of members.

   e. Organization of council (e.g., meetings, methods of problem solution).

   f. Role in communication.

   g. Approach to formulating policy recommendations.

3. ACTIVE INVOLVEMENT IN CAREER EDUCATION!

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Attachment A

GROUPS TO BE REPRESENTED ON A STATE CAREER EDUCATION ADVISORY COUNCIL

1. Major units of the state educational agency and where these are separate organizations
    - 1a. The State Board of Vocational Education
    - 1b. The state system of higher education
2. Other state governmental units whose assistance is considered necessary in implementing career education
3. Business and industry
4. Labor
5. Institutions of higher education which prepare educational personnel
6. School administrators
7. Counselors
8. Teachers
9. Vocational education personnel
10. Parents
11. Students
12. Federal government
13. Local board members
14. Professions

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WORKING DRAFT

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INTRODUCTION

Because of the high degree of expressed interest that had already been expressed, and because of the obvious need for sound evaluative procedures to be incorporated into forthcoming state plans for career education, a "special interest work session" in evaluation was made a part of the spring conference of state directors/coordinators (Phoenix, May 2-4, 1976).

Conference participants who had indicated a desire to explore and examine the issue of evaluation were given an opportunity to meet, as a group, for the better part of two days for this purpose. Dr. N. L. "Mac" McCaslin, of the Center for Vocational Education, served as a facilitator for the group. Ms. Barbara Gutheil, from Vermont, served as a recorder and "summarizer"; her summary paper has served as a basis for this somewhat expanded report.

The group did examine the issue of evaluation in both broad and narrow contexts, but primarily confined its discussions and deliberations to the topic at hand, viz., evaluation as it applies to career education efforts and activities. (Obviously, it is extremely difficult to separate evaluation of something from evaluation per se. The group recognized this and was able to cope satisfactorily with it.)

WORKING DRAFT

The group agreed that during the discussion periods several questions would be addressed:

- *What is evaluation of career education?*
- *Why should we evaluate career education?*
- *What types of evaluation are commonly associated with career education?*
- *What problems are often encountered when conducting career education evaluation?*
- *What are appropriate indicators of career education successes? Failures?*
- *What resources are available for conducting evaluations?*
- *What are the requirements of career education evaluation?*
- *What are the essential components of an adequate evaluation program?*

As might well be expected, all of the above questions were not resolved or answered to the satisfaction of all participants. In fact, as the seminar session progressed, some of the questions actually evolved into different, but no doubt more meaningful, questions. Nevertheless, the questions -- or more appropriately -- the concerns, were discussed as described in the paragraphs that follow.

AREAS OF CONCERN

I. What is Evaluation of Career Education?

In addressing this particular concern, the group very quickly noted the difficulty of arriving at a mutually agreeable definition. But while differences in terms of difinition did surface, the differences appeared to be on various points, as it were, of a continuum. In other words, the differences appeared to be more in terms of degree rather than substance.

During the initial examination of the topic at hand, several references were made to the recent publication that was prepared by Development Associates for the U. S. Office of Education, Evaluation and Decision-Making. It was noted that this publication could be an extremely useful tool for state directors/coordinators, and especially so if they perceive themselves to be program managers (at least in a broad context). It is interesting to note that most state directors/coordinators did not have access to the publication until after their arrival in Phoenix. The fact that several took some time from an already crowded schedule to peruse it speaks rather well for the interest of the group.

In order to get at the basic question, "What is evaluation of career education?", it might be well to first consider (as has been suggested) "What is evaluation?" One definition, and hence a point of departure, is found in the publication already mentioned:

> Evaluation has been defined as a process '...designed to assist management to obtain reasonably objective information about projects and programs in a regular fashion so that lessons learned can be applied to current planning decisions and future operations.'

In a similar context, and still in the "point of departure" area, a recent ASCD yearbook suggests that evaluation in education is the process through which evidence relating to changes in student behavior has been gathered as the student progresses through school.

These and other definitions served to stimulate considerable discussion and thought regarding the "what" of evaluation, and resulted in a definition which seemed to have a consensus:

- Evaluation is the process of delineating, obtaining, and providing useful information for weighing or judging decision alternatives.

In gathering and providing information for decision-makers, it is not only desirable but essential that a clear understanding is had with regard to "who wants (or needs) what information?" and "when are the bits of information needed?" and "what format is desired or required?" This, in a very specific sense, suggests the need for a good delineation of purpose.

But at the same time, the evaluative process should (or must) include provisions for obtaining information. Such provisions should obviously include information concerning changes in student behavior. They should also include, however, information and data concerning sufficiency of time, adequacy and availability of funds, and strengths and/or weaknesses of existing personnel.

Still in the context of the consensual definition, information, in order to be useful, must be provided to the right person(s) at the right time in the right sequence. If information about student performance or behavior is needed in order for decision-makers to act, it -- the information -- must be provided prior to the time when action is scheduled to occur.

This, then, is a definition and an explanation that were developed during the seminar session. In every case where "evaluation" is used, the phrase "of career education" might be added. To the participants, it satisfactorily answered the "what". It is not, however, intended to be the definition for all people. Instead, it is intended as a "point of departure".

II. Why Evaluate?

No doubt a question such as this will seem so simple that it really should not be asked, let alone answered. Interestingly enough, however, the question itself seems to generate many, and sometimes emotional, responses. One such response -- "A lot of evaluation is unnecessary" -- seems to be fairly common, especially among state directors/coordinators of career education and other state education agency personnel who might be perceived in the "program manager" role. There are some who, in this context, would suggest that the primary purpose of evaluation is to provide information needed to complete forms designed or otherwise put together by some bureaucratic type whose motivation in turn is the perpetuation of a job.

Obviously, state directors/coordinators do not totally agree with the above comments, but the comments do tend to illustrate and emphasize the need for a better understanding of the "why". State directors/coordinators, in examining the question, have attempted to answer it by starting with the idea that, if it is to be worthwhile, evaluation must result in some form of action. Stated in another fashion, one might ask "What action(s) will be taken -- if and when the requested information is provided?" Evaluation is defined in the dictionary as "... a process in which a value is assigned or one in which a determination of worth is made." State directors/coordinators might well ask (in terms of the above question) "so what?" What action is likely to follow?

It has been suggested that improvement should be the raison d'etre of evaluation. State directors/coordinators, in looking at the purposes, have suggested that the purpose of evaluation is not to prove, but to improve. It -- evaluation -- is not an end unto itself, but is instead a means to an end. The ultimate worth of any evaluation in education is to be found in the benefits it offers to students.

But if evaluation is perceived as a means to an end, it must again be emphasized that some type of action must follow. Decisions must be made concerning those actions. And evaluation, properly accomplished, will provide a sound base for the decisions.

III. What Kinds of Decisions Must Be Made?

If, as has been suggested here and elsewhere (Evaluation and Decision-Making), a primary function of evaluation is that of providing decision-makers with information on which to base decisions, some consideration should be given to the kinds or types of decisions that can or should be made.

In considering this aspect of the evaluation process, the state directors/coordinators have suggested that there are intended decisions and actual decisions, and that these decisions, whether intended or actual, will relate to either ends or means. The following matrix perhaps will illustrate this concept:

	Intended	Actual
Ends	Planning decisions to determing objectives.	Recycling decisions to guide and react to attainments.

	Intended	Actual
Means	Structuring decisions to design procedures.	Implementing decisions to utilize, control, and refine procedures (monitoring).

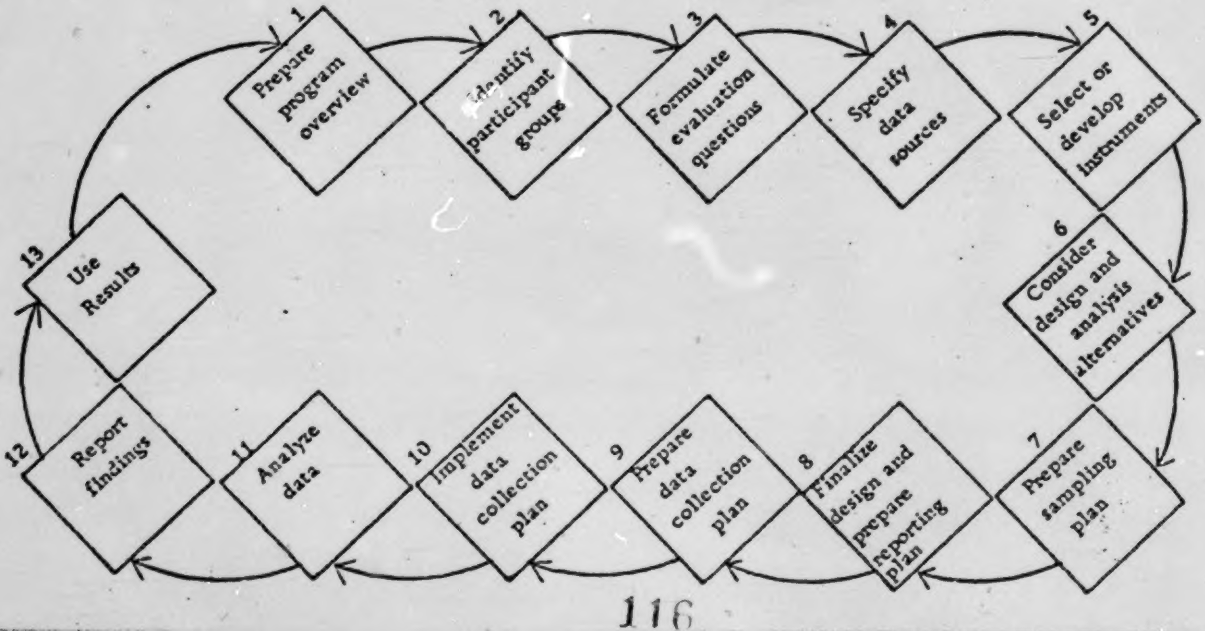
Information gathered through the evaluation process should enable decision-makers to know: (1) what is out "there"; (2) what is to be done about it; (3) if it is being done; and (4) was it done? But if the information is to be truly useful to decision-makers, it is imperative -- this should go without saying -- that objectives be well thought through and clearly stated.

The process of preparing objectives in behavior terms has been described in various ways by many students of evaluation, and the purpose of this report would not be served by attempting to review or report on all of the sources. The state directors/coordinators did suggest, however, that several techniques might be employed. One example, taken from Evaluation and Decision-Making, (Appendix A) illustrates the manner in which the goals of career education can be listed both as learner outcomes, as in the USOE Position Statement, and how they can be stated as behavioral objectives for students. Another technique suggested is a three column table in which the actor is listed, the desired behavior is described, and the conditions are specified.

Actor	Behavior	Conditions

Still another, and much more comprehensive technique that was examined and discussed by the state directors/coordinators is the "Overview of Steps in the Evaluative Process", found in Evaluation and Decision-Making. This model or schematic does not deal with objectives *per se*, but it does identify the several steps that must be taken during the evaluative process or cycle. As such, the model provides additional insight into the types of decisions that will have to be made throughout the process. Hence, the model is presented here:

Overview of Steps in Evaluation Process


1 Prepare program overview
2 Identify participant groups
3 Formulate evaluation questions
4 Specify data sources
5 Select or develop instruments
6 Consider design and analysis alternatives
7 Prepare sampling plan
8 Finalize design and prepare reporting plan
9 Prepare data collection plan
10 Implement data collection plan
11 Analyze data
12 Report findings
13 Use Results

IV. What Sources of Information Exist?

While it perhaps is obvious to some people, the idea that information can be gained from a wide variety of sources is not obvious to many. Sources of information will depend to a great extent upon the specific type of information desired, but the fact that there are often many publics involved should not be overlooked. As a starting point, the state directors/coordinators would suggest the publics listed below, but at the same time would encourage the identification and addition of others.

- Students
- Teachers
- Parents
- Administrators
- School Board Members
- Advisory Committee Members
- Representatives of Business and Industry

Many other publics can and should be identified as sources from which evaluative data can be gathered. The preceding groups or publics are important, and are suggested as a nucleus or as a starting point. Again, however, it should be emphasized that the particular evaluation effort will (or should) determine what sources should be used.

V. What Are Minimal Pre-requisites for an Effective Evaluation?

It has been said many times and in many ways, but in the thinking of state directors/coordinators, it should be stated again:

> Evaluation provides one of the most important bases for decisions affecting the nature, scope, and operations of the program because it tells what has happened in the past as a basis for planning and future action. Evaluation has been defined as a process "...designed to assist management to obtain reasonably objective information about projects and programs in a regular fashion so that lessons learned can be applied to current planning decisions and future operations".

The above, taken from Evaluation and Decision-Making, is intended to illustrate the most essential pre-requisite for any evaluative endeavor -- a clear understanding by all concerned of "what it's all about". Without this understanding, there would seem to be two chances of an evaluation being effective: slim and none.

It would seem imperative, therefore, that state directors/coordinators or, in a more generic sense, program managers, should make every effort to insure that all concerned -- the several publics -- have such an understanding before the mechanics of an evaluation are implemented.

This should not imply in any way that the onus should be only on the participating publics. Quite to the contrary, the onus rests (or should rest) squarely on the program manager. The program manager (or in this case the state director/coordinator) will have to do what is necessary and possible to acquaint the various publics with the entire process. Purposes, intended resultant action, resource needs, time requirements, and the like will need to be carefully considered and explained. If additional funds will be required, those responsible for allocating such resources will have to be made aware of the requirement. If additional personnel are needed, those responsible for assignment of personnel will have to know of the need.

These thoughts obviously suggest another essential pre-requisite for effective evaluation endeavors: A well developed plan for the evaluation effort. Such a plan would (or should) provide for the concerns alluded to in the preceding paragraphs. Such a plan, however, would in all probability include some consideration of available resources. In any event, it would seem imperative that some type of resource inventory be developed early in the planning stages.

With the above in mind, the state directors/coordinators suggest several rather specific pre-requisites for effective evaluation:

- The administration must understand, support, and be committed to the concept of evaluation.
- There must be a well defined purpose for the evaluation.
- Realistic goals for the evaluation must be formulated.
- An effective environment for conducting the evaluation must be established. Establishment of this will depend, in varying degrees, on:
    - + role definition.
    - + duties of evaluators.
    - + organizational location.

- Evaluation staff must possess the expertise that is or will be needed.

One aid to the creation or establishment of a suitable climate or environment has been mentioned in several contexts: the USOE publication, Evaluation and Decision-Making. Another such resource is a publication prepared and distributed by the Center for Vocation Education, Developing Program Goals for the Comprehensive Career Education Model (1972). The former covers the process, while the latter deals primarily with the need for development of specific programmatic goal statements. Both should be considered as valuable tools or resources for creating the pre-requisite understanding and environment.

VI. *What Requirements Should be Expected of Evaluators?*

It has already been suggested, the program manager (e.g., the state director/coordinator) may well be responsible for seeing that an effective evaluation is carried out. This does not mean, however, that the program manager is the person who will actually conduct the evaluation. More than likely the specific evaluative tasks will be accomplished by others, whether they be personnel already assigned to a "Division of Planning and Evaluation", or "outside consultants" whose services are utilized for the specific purpose noted. In any event, the program manager must do what is possible to insure quality or effectiveness. As a guide, the state directors/coordinators suggest that effective evaluators should possess at least the following attributes:

A knowledge of career education;

A knowledge of evaluation;

Be open-minded;

Be non-reactive;

Be personable;

Be understanding;

Be honest;

Have a high recall ability;

Have access to necessary resources -- time, money, materials, equipment;

Be capable of team work; and

Be confident that results will be used as intended.

VII. *What Evaluative Methods or Techniques Should be Used?*

While considering this concern, the state directors/ coordinators came to grips with several very real problem areas that have to do with evaluation of career education efforts. Many of the dilemmas faced by program managers (of career education efforts) and evaluation specialists alike seem to have roots in these problem areas. And while the state directors/coordinators did not resolve the dilemmas, they have been able to suggest some directions that might be taken toward such resolution.

Special problems are encountered in trying to evaluate career education when integrating it into subject-matter areas.

This consideration might well be considered as a "cop-out" by some, but it is certainly not intended. There are, as noted, special problems that must be faced when a concept, such as career education, is integrated into traditional subject-matter areas. Such problems may relate to a determination of causal realtionships, i.e., determining if "this" caused "that". Should this be the "special" problem, skillful and competent evaluative specialists will be able to provide assistance. Basically, however, one cause of problems of this nature would seem to relate to a need described earlier -- the need for adequately describing objectives or desired outcomes.

The Center for Vocational Education, in Developmental Program Goals for the Comprehensive Career Education Model, has been able to handle this particular matter by treating, with appropriate student goals, each of the eight identified components of career education. In this manner, the "subject-matter dilemma" is avoided. (Illustrative examples are attached as Appendix B.)

Individualization of program operations in different geographical locations necessitates different evaluation.

This of course is self-evident, and really needs no comment other than perhaps to indicate that in most instances there will need to be provision for localized characteristics in evaluative efforts. This of course has implications for both evaluators and evaluative tools.

There is great difficulty in using standardized tests with students from different cultural and family situations.

Again, this is not intended as a "cop-out" statement. It instead is intended to illuminate a basic problem that exists universally across the nation in any evaluative effort. Efforts are being made, however, to eliminate or alleviate the problem. Increasingly, ethnic, socio-economic, and cultural differences are accounted for, and while more work will no doubt be needed, the situation has improved.

(The USOE publication, Evaluation and Decision-Making, contains descriptive material about standardized instruments. See Appendix C.)

Utilize first-hand visits to supplement statistical data.

Quite often statistical data are cold, impersonal, or difficult for a non-statistician to understand. State directors/coordinators would not denigrate the importance of such data. They would suggest, however, that in most instances an opportunity to observe "what is happening", by parents, legislators, or business people can also be an effective form of evaluation.

GENERAL CAREER EDUCATION LEARNER OUTCOMES: USOE POLICY STATEMENT*

Career Education seeks to produce individuals who, when they leave school (at any age or grade level), are:

1. Competent in basic academic skills required for adaptability in our rapidly changing society.
2. Equipped with good work habits.
3. Capable of choosing and who have chosen a personally meaningful set of work values that foster in them a desire to work.
4. Equipped with career decision-making skills, job hunting skills, and job getting skills.
5. Equipped with vocational personal skills at a level that will allow them to gain entry into and attain a degree of success in the occupational society.
6. Equipped with career decisions based on the widest possible set of data concerning themselves and their educational-vocational opportunities.
7. Aware of means available to them for continuing and recurrent education once they have left the formal system of schooling.
8. Successful in being placed in a paid occupation, in further education, or in a vocation consistent with their current career education.
9. Successful in incorporating work values into their total personal value structure in such a way that they are able to choose what, for them, is a desirable lifestyle.

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*Kenneth B. Hoyt, An Introduction to Career Education. A Policy Paper of the U.S. Office of Education, 1975, pp. 10-11.

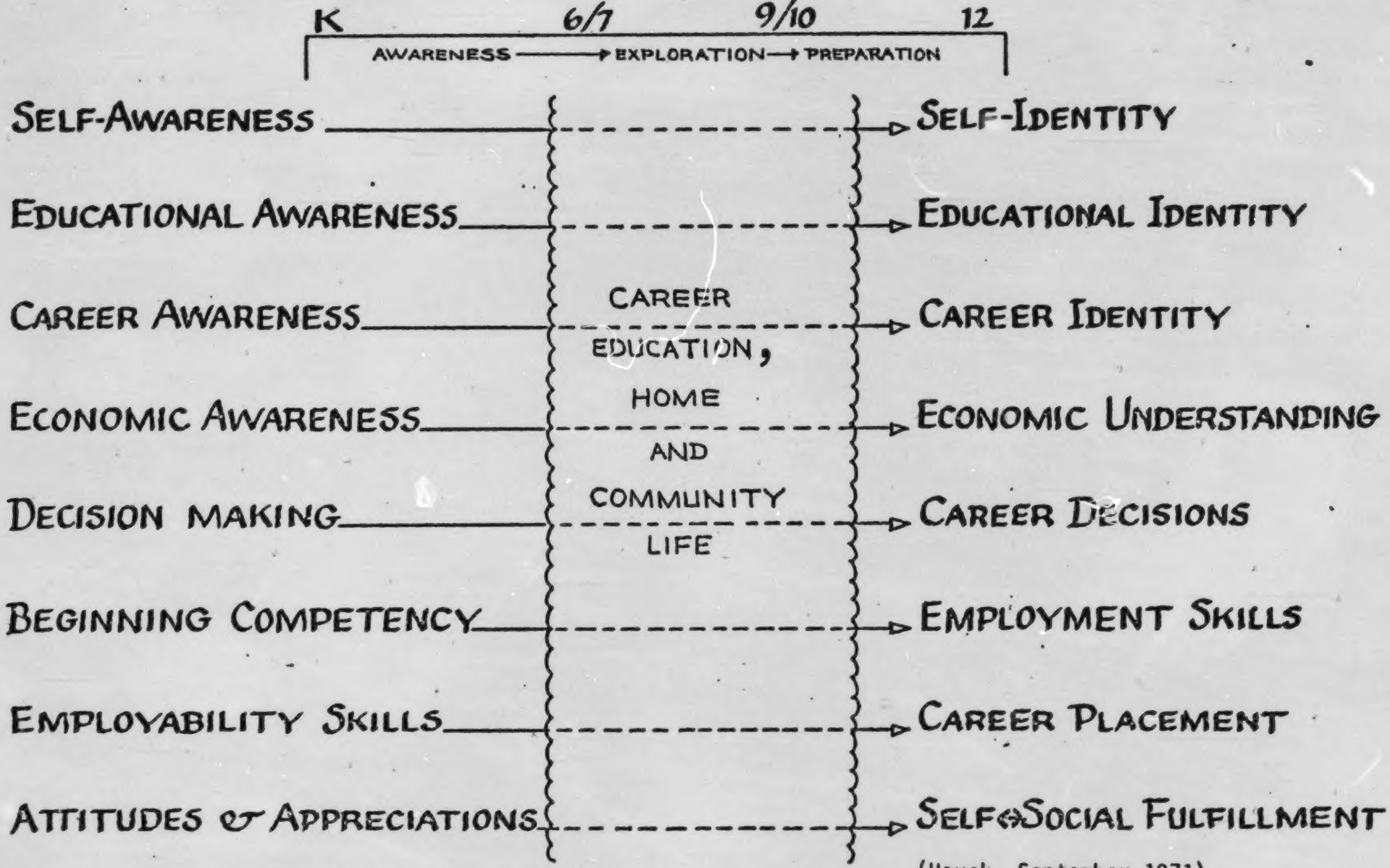
GENERAL STUDENT OUTCOME AREAS AND SPECIFIC OBJECTIVES APPLICABLE FOR ROUND II PROJECTS FUNDED UNDER PART D OF VOCATIONAL EDUCATION ACT*

General Outcome Areas	Specific Objectives
1. Self Awareness	a. Students will identify and describe their own current abilities and limitations.
	b. Students will identify and describe their own current interests and values.
	c. Students will endorse positive attitudes toward themselves.
2. Competency in Academic/Vocational Skills	a. Students will demonstrate generally useful numerical skills.
	b. Students will demonstrate generally useful communication skills.
	c. Students will demonstrate generally useful information processing skills.
	d. Students will demonstrate generally useful decision-making skills.
	e. Students will demonstrate generally useful interpersonal skills.
3. Set of Work Values	a. Students will identify the bases of various work values.
	b. Students will endorse positive attitudes toward paid and unpaid work.
4. Awareness of and Knowledge about Work	a. Students will identify the major duties and required abilities associated with different types of paid and unpaid work.
	b. Students will distinguish between differences in work conditions and life styles associated with different types of paid and unpaid work.
	c. Students will distinguish between entry requirements for major types of paid and unpaid work.
	d. Students will identify the impact of social and technological change on paid and unpaid work.
	e. Students will identify the important factors that affect work success and satisfaction
5. Career Decision Making Skills	a. Students will associate their own abilities and limitations with possible success in present or future paid and unpaid work.
	b. Students will relate their personal interests and values to types of paid and unpaid work and their associated life styles.
	c. Students will identify, locate, and utilize sources of information to solve career decision-making problems.
	d. Students will determine the potential for future advancement/personal growth in work of their choosing.
	e. Students will identify the sequence of steps to be taken and the factors to be considered in career planning.
	f. Students will demonstrate active involvement in career decision making.
6. Work Habits	a. Students will plan work effectively.
	b. Students will adapt to varied work conditions.
	c. Students will endorse a positive attitude towards the concept of quality in relation to a work task.
	d. Students will endorse a positive attitude towards conservation.
	e. Students will endorse a positive attitude towards responsibility for their own behavior and accomplishment of self-imposed tasks.
	f. Students will demonstrate a desire for continuous learning, both in school and out.

General Outcome Areas		Specific Objectives
7. Work-seeking and Work-getting skills	a.	Students will identify, locate, and utilize sources that contain information about existin paid and unpaid possibilities.
	b.	Students will demonstrate skills required in applying for and accepting work.
8. Successful Placement of Students Upon Leaving Educational System	a.	Students will be placed in a paid occupation, in further education, or in unpaid work th is consistent with their current career plans.
9. Awareness of Means Available for Continued Education	a.	Students will identify sources of additional education in major types of paid and unpaid work.
	b.	Students will identify means to support additional education for themselves in major typ of paid and unpaid work.

* Developed in June 1974 by US Office of Education and included in draft version of this guide, August 15, 1974.

ELEMENTS OF CAREER EDUCATION



K 6/7 9/10 12

AWARENESS → EXPLORATION → PREPARATION

CAREER EDUCATION, HOME AND COMMUNITY LIFE

SELF-AWARENESS → SELF-IDENTITY

EDUCATIONAL AWARENESS → EDUCATIONAL IDENTITY

CAREER AWARENESS → CAREER IDENTITY

ECONOMIC AWARENESS → ECONOMIC UNDERSTANDING

DECISION MAKING → CAREER DECISIONS

BEGINNING COMPETENCY → EMPLOYMENT SKILLS

EMPLOYABILITY SKILLS → CAREER PLACEMENT

ATTITUDES & APPRECIATIONS → SELF↔SOCIAL FULFILLMENT

(Hauck, September 1971)

SELF-AWARENESS

Kindergarten

The student becomes aware of his interest in certain toys and play activities. He recognizes family roles and the influence of other people. He becomes aware of his body-space relationships and cultural differences.

Grade One

The student becomes aware of his interest in certain games and his physical abilities to perform tasks. He shows an increased awareness of himself and his relationships to others. He recognizes his role and his rights and responsibilities at home and school.

Grade Two

The student becomes aware of his interest in selected activities and increased ability to perform tasks. He is aware of the importance of his achievements in the classroom. He enacts roles played by himself, family members, and his teacher. He recognizes that there are certain requirements for his membership in a group.

Grade Three

The student becomes aware of his interest in tools and his abilities to perform specific tasks. He becomes aware of his body's physical capabilities and spatial relationships. He recognizes that people with similar roles may behave similarly. He recognizes the importance of his achievements. He recognizes cultural differences and the uniqueness of himself and others.

Grade Four

The student understands the importance of his achievements as related to learning tasks. He identifies his interests in major types of roles played by individuals and becomes aware of how the roles complement each other. He recognizes that his behavior can be influenced by group membership and identifies some of his unique personal characteristics and values. He becomes aware of the relationship between his health and his physical development.

Kindergarten

Self-Awareness

Theme 1

The student will recognize the relationship of his interests, aptitudes, and achievements to the realization of his career goals.

1 The student will become aware of his interest in certain toys.

2 The student will become aware of the tasks he performs best.

3 The student will become aware of improvement in his performing physical tasks.

Self-Awareness

Theme 2

The student will learn about himself in relation to his culture through understanding and experiencing roles.

1 The student will recognize the role of each family member.

2 The student will recognize differences between his behavior at home and school.

3 The student will recognize that roles are learned.

4 The student will recognize that role playing is often dependent on others who play complementary roles.

Self-Awareness

Theme 3

The student will understand, accept, and respect his own uniqueness as a result of learning, growth and maturation.

1 The student will become aware of the importance of good habits.

2 The student will become aware of his body.

3 The student will become aware of his body in relation to space.

4 The student will become aware of himself within the context of his family structure.

5 The student will become aware of his feelings.

6 The student will become aware of his uniqueness.

Self-Awareness

Theme 4

The student will understand and recognize forces such as social, economic, educational, and cultural that influence his development.

1 The student will become aware of the influences of other people on him.

2 The student will become aware that group membership influences his behavior.

TEST SUMMARY SHEET FOR RECOMMENDED INSTRUMENTS

Test	Test Outcome Objectives	Grade Level	General Career Education Learner Outcomes: USOE Policy Statement [a]	Student Outcomes Applicable for Round II, Part D VEA ([b])	Student Outcomes for Experience-Based Career Education ([c])	Remarks
Assessment of Career Development:		8-11				- Should not be used below 8th grade except for groups having above average verbal ability; - Answer sheets provide for collecting responses for up to 19 locally constructed questions.
Subscore I	Occupational Characteristics		--	4-a, b	I-4	
Subscore II	Occupational Preparation Requirements		--	4-c	I-4	
Subscore III	Exploratory Occupational Experiences		--	4-a 5-b	I-4 II-1	
Subscore IV	Career Planning Knowledge		4	4-d 5-c, e	I-2	
Subscore V	Career Planning Involvement		4 4	5-c, f 7-a	I-2; I-8; I-2; II-1	
Career Development Inventory:		8-12				There is sex stereotyping in a few items, but empirical studies show no sex bias; revision to remove stereotyping is in process.
Scale A	Planning Orientation		4	5-e, f	I-8	
Scale B	Resources for Exploration		4, 5	5-c, f 7-a	I-8 I-2; II-2	
Scale C	Information and Decision Making		4	1-d; 4-a, c; 5-c, e	I-4 I-2	
Career Maturity Inventory:		7-12*				- Minor degree of sex stereotyping; no evidence of sex bias; - The Attitude Scale items may permit the development of meaningful subscores.
Attitude Scale	Attitude Toward Work		3	3-b	I-3	
Competence Test:						
Part 1	Self Appraisal		5	4-a, e 5-a, b, e	I-4; I-5; I-1; II-1	
Part 2	Occupational Information		--	4-a	I-4	
Part 3	Goal Selection		5	5-a 5-b	I-1; II-1	
Part 4	Planning		--	4-c	I-4	
Coopersmith Self Esteem Inventory (long form)	Self Esteem	Age 9-adult	--	1-c	--	
Differential Aptitude Test		8-12	--	5-a, b	I-1; II-1	- Career Planning Program is currently formulated on an individual student basis; publisher is prepared to offer a group summary of findings - Might be used in lieu of achievement testing for outcomes 2a, b, Table III.

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[a] Table II, Part IV.

[b] Table III, Part IV.

[c] Table IV, Part V.

* Sixth grade reading level.

APPENDIX C (1)

TEST SUMMARY SHEET FOR RECOMMENDED INSTRUMENTS -- cont.

Test	Test Outcome Objectives	Grade Level	General Career Education Learner Outcomes: USOE Policy Statement a/	Student Outcomes Applicable for Round II, Part D VEA (b/)	Student Outcomes for Experience-Based Career Education (c/)	Remarks
How I See Myself	Self Esteem	3-12	--	1-c	--	● May encounter some scoring difficulties; ● Reliability of factor structures at the elementary level is somewhat questionable.
New Mexico Career Education Test Series: Career Oriented Activities	Exploratory Activities	9-12	4	5-c, f	I-2	
Piers-Harris Children's Self Concept Scale	Self Esteem	3-12	--	1-c	--	Further data needs to be collected on the subscores suggested by the factor analysis.
Self Observation Scale Subscales: K-4 5-12	Self Esteem	K-4 5-12	--	1-c	--	● This test was recommended by the review panel only on the condition that the publisher provide users with information regarding the scoring keys and weights for the subscales. ● Local review for sensitive items recommended by review panel. ● Further work on validation needed.
Youth Inventory	Self Esteem; Career Awareness; Career Attitudes	7-12	2, 6, 9	1-c; 5-b; 6-a; 7-a	I-6	
TEST SUMMARY FOR INSTRUMENTS CONSIDERED PROMISING						
Employment Readiness Scale	Readiness for Employment; Work Values	11 & 12-adult	3	3-b	--	● Test is especially applicable for high school students who will begin working upon graduation; ● Test needs some further psychometric development; ● Low correlations among test items.

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a/ Table II, Part IV.

b/ Table III, Part IV.

c/ Table IV, Part V.

TEST SUMMARY SHEET FOR

INSTRUMENTS CONSIDERED "PROMISING" -- cont.

Test	Test Outcome Objectives	Grade Level	General Career Education Learner Outcomes: USOE Policy Statement [a]	Student Outcomes Applicable for Round II, Part D VEA ([b])	Student Outcomes for Experience-Based Career Education ([c])	Remarks
Minnesota Cognitive Questionnaire for Career Education	Occupational Information	1-3 4-6 7-9	--	4-a, c	I-4	• Some sex and ethnic group stereotyping on written test items and illustrations; • Incorrect factual content on some items; • Forms overlap so that discrimination ability is lessened between grade levels; • Test needs to be scaled on a longitudinal basis.
New Mexico Career Education Test Series:		9-12				
Career Planning	School and Career Problem Solving		6	5-e	IV-1, 2, 3	
Job Application	Ability to Apply for Jobs		4	7-b	I-7	
Career Development	On the Job Skills Adjustment to Work		2	6-b, e, f	I-5 VII-1, 2	
Orientation of Career Concepts Tests 1-3 Tests 5-10	Occupational Information	4-8*	--	4-a, c	I-4	• Test contains some items with sex stereotyping; • Further research needed on internal consistency measures; • Needs to be reduced in length; • Forms overlap so that discrimination ability is lessened between grade levels.

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[a] Table II, Part IV.

[b] Table III, Part IV.

[c] Table IV, Part V.

* May be used up to 12.

NEEDS ASSESSMENT: AN OUTLINE OF THE COMPONENTS

A report compiled as a result of a special
interest group session at the

"National Conference for State Directors of Career Education"

May 2-3-4, 1976 Phoenix, Arizona

WORKING DRAFT

This material in this publication was prepared pursuant to a grant or contract from the Office of Education, U.S. Department of Health, Education, and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

NEEDS ASSESSMENT: AN OUTLINE OF THE COMPONENTS

A report compiled as a result of a special
interest group session at the

"National Conference for State Directors of Career Education"

May 2-3-4, 1976 Phoenix, Arizona

During the discussion of needs assessment by state directors/coordinators of career education, it became quite apparent that there are "certain truths that are not always self-evident". With this in mind, and to provide a setting for procedures in needs assessment efforts, the following points were developed:

- Educators are increasingly becoming more aware that the local school district should reflect the aspirations of the community and meet the diverse needs of the populations served.
- The nebulous goals for public education have often been based on a philosophical stance of the past. The degree to which students have attained these nebulous goals has often not been measured.
- The time has arrived for educators to design viable methods and procedures which will encompass comprehensive planning, implementation, and evaluation efforts. Basic to comprehensive planning is the recognition that educational planners must possess the data which answers the questions: What ought to be?, and what is?
- Comprehensive planning, implementation, and evaluation must be based on the discrepancies which exist between what is and what ought to be. Educators must be committed to continuous change based on the discrepancies which result from the on-going needs assessment process.

The preceding points are essential to an understanding of needs assessment endeavors. But what is, or what constitutes, a needs assessment? According to the state directors/coordinators, needs

WORKING DRAFT

assessment is a systematic process of measuring the discrepancies between what is and what ought to be within identified setting and for specific populations. The components of the needs assessment process are as follows:

I. Determine what ought to be in terms of skills, attitudes, and knowledge of students leaving the formal educational setting and of personnel serving the student, as well as physical facilities and miscellaneous resources.

   A. Identify the specific populations to be assessed

   B. Define educational objectives

      1. Panel of community experts (business, labor, students, adivsory committees, parents, educators, employers, agriculture, professionals, and competent research people)

      2. Educational Philosophy

      3. Adopt/adapt existing objectives

   C. Design data gathering system

      1. Determine resource needs and availability of resources

      2. Determine when data is to be collected, analyzed, and reported

      3. Determine management structure

II. Determine what is (level of attainment) using objective and subjective data for specific populations within identified settings.

   A. Select or develop instruments for specific populations

      1. Select instruments (Standardized Tests)

         Validity, reliability, utility, feasibility, acceptability, ease of administration, cost

      2. Develop instruments

Survey instruments, door-to-door interviews, Likert's Scales, unobtrusive data, questionnaires, card sort, paired weighting, self reports, observe behavior

3. Technical assistance

B. Representative sampling

1. Business, labor, students, advisory committees, parents, educators, professionals, competent research people

2. Ethnic, S.E.S., male-female, rural-urban-suburban, geographic, state-local support groups

C. Collect data

1. Determine procedures

2. Identify facilitators

3. Determine check points and follow-up procedures

III. Determine discrepancies between what ought to be and what is.

A. Simple differences between two sets of ratings

B. Degree of difference in qualitative statements

C. Prioritize differences between two sets of ratings.

IV. Develop plan of action based on the existing discrepancies

A. Identify alternative strategies for diminishing discrepancies

1. Identify individuals who are responsible for determining plan of action for resolving discrepancies

2. Prioritize needs based on analysis of data

3. Determine resources available to implement plan of action

B. Gain concurrence for implementation strategies from key interest groups

C. Communicate proposed plan for addressing the discrepancies identified

V. Initiate changes in the needs assessment process

A. Collect summative and formative input from all participating groups

B. Incorporate findings into the on-going needs assessment process

Compiled and Edited by:

Le Vene Olson
and
Ray L. Miller

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PART III

APPENDICES

APPENDIX A

Report
# of the
CCSSO Committee on Career Education
to the
CCSSO Board of Directors

Robert D. Benton
Committee Chairman

Washington, D.C.
July, 1975

For the past several years the Council of Chief State School Officers has endorsed and supported the concept of Career Education as a major needed thrust in American education. Resolutions to this effect have been adopted at each of the several past annual meetings of the Council, and for the past three years, the Council has had either a Task Force for Career Education or a Committee on Career Education among its committee assignments.

The growth--as well as the continuity--of interest in the concept of Career Education on the part of the Council is indicated by listings of the Task Force and Committee on Career Education which have existed:

1973 Task Force on Career Education

Jack P. Nix, Chairman

Donald Barnhart
A. W. Ford
Cecil Stanley
Robert A. Withey

1974 Committee on Career Education

Cecil E. Stanley, Chairman

Robert Benton
A. W. Ford
Marshall Lind
Weldon Shofstall
David A. Speir
Robert A. Withey

1975 Committee on Career Education

Robert D. Benton, Chairman

Anne Campbell
A. W. Ford
Calvin M. Frazier
John W. Porter
Thomas C. Schmidt
Roy Truby
Carolyn Warner
Robert A. Withey

As can be seen, the Committee has grown in size from five members in 1973 to nine members in 1975. This, of course, has made possible, a much broader representation of the Council. Also evident, in the several years' listings, is a degree of continuity which has had a positive stabilizing effect on the Committees. Two of the members of the present Committee, for example, have served on all three committees, while several chiefs have served on two of the three committees.

The increased representation and the continuity have made possible, in the perception of the present Committee, many of the tangible accomplishments of the Council during the past several years with regard to Career Education. The same qualities, it should be noted, have also played a major role in the development and implementation of the two CCSSO Career Education projects which have been carried out. Some of the major accomplishments--of the Council itself and the projects it sponsored, are noted in subsequent paragraphs.

Relationship with Bureau of Occupational and Adult Education

During the past three years, the Council's interest in and commitment to Career Education has made possible the development of a positive relationship between the Council and the Vocational Education segment of USOE. The original Task Force met with William Pierce, head of the Vocational Education segment, and cooperatively developed plans dealing with implementation of the concept of Career Education. [It should be noted that the Career Education projects conducted by the Council were both funded under Part I of the Vocational Education Act.]

Indicative of the relationship that has developed between the Committee on Career Education and the Bureau of Occupational and Adult Education is the fact that the 1974 Committee was actively involved in the development of the proposed "administration" legislation for Vocational Education. Comment on each of three drafts was sought from Committee members, and at three meetings, BOAE and Committee members met together to discuss the comments and recommendations. The Committee is pleased to note that most of its comments and recommendations were accepted by BOAE personnel, and were incorporated into subsequent drafts.

Relationship with Office of Career Education (USOE)

With enactment of P.L.93-380 the Office of Career Education was established as a part of the U.S. Office of Education, and Career Education, in effect, was transferred from its "location" (and funding) in Vocational Education to the office just noted. [Organizationally, the Office of Career Education is now responsible to the U.S. Commissioner of Education, whereas the person responsible for Career Education was responsible to the Deputy Commissioner for Occupational and Adult Education.]

Since the creation of the Office of Career Education, an equally positive relationship has existed with that office. The Director, Ken Hoyt, has met with Committee members on two occasions; input from the Committee, on various matters, has been solicited and provided.

Relationship with National Institute of Education

The three Career Education Committees of the Council historically have not had as much contact with NIE personnel responsible for NIE efforts in Career Education. This does not imply any lack of interest by either in the other, but instead is reflective of the fact that, since its creation, NIE has tended to focus its efforts in Career Education in directions different from those envisioned by the Council as being most desirable. For example, NIE has been involved for the past two years in efforts relating to "Experienced-Based Career Education", and has been working closely with various regional education laboratories. NIE has also been involved with the so-called "Residential Model" in Glascow, Montana. Neither of these efforts, without any judgemental implications, have been as directly involved with implementation efforts at the state level as have been "School-Based" efforts.

The Committee and the Council Staff have maintained excellent communications with the NIE staff, and will certainly disseminate and utilize pertinent findings to the Council membership.

CCSSO Career Education Projects

As has been noted, the Council has been engaged in the operation of a special project in Career Education for each of the past two years, and a proposal calling for another project during the coming year has been submitted to USOE. The initial project, "Career Education in Public Education: Mission, Goals and Methods", resulted in the publication and distribution of a rather comprehensive statement dealing with the concept of Career Education, purposes and goals of Career Education, use of newly developed curricular materials, models and elements of Career Education, and the role of the SEA in Career Education. This in turn provided the CCSSO Committee with the bases for a set of recommendations made by the Committee to the Council in June, 1974. [This set of recommendations, according to USOE sources, was instrumental in keeping the "Career Education" section of what then was known as H.R. 69 alive.]

Additionally, during the first CCSSO project, the first National Conference for State Directors/Coordinators of Career Education was held in Dallas, Texas, under the sponsorship of the Council. This marked the first time the state people had had an opportunity to meet together and share common concerns; it also marked the beginning of an effective communications network between and among the states and other agencies. Some 45 states and extra-state jurisdictions were represented at the Dallas conference. The CCSSO Committee had four members in attendance.

All of the participants' travel costs, it should be noted, were borne by the individual state budgets. The Council project assumed only the direct costs associated with the conference.

There were, of course, many positive results of the Dallas conference. However, the most important, in the thinking of the Committee, were those which effected or facilitated improvements in communication among the various State Directors/Coordinators. The improved communication capability, together with the opportunity to meet personally with other State Directors/Coordinators, also had the effect of creating a fairly well solidified group--an effect which has remained constant to the present time.

In addition to facilitating clarification of issues related to Career Education, the communications linkage provided an excellent vehicle for the dissemination, as well as for the acquisition, of information relating to developments in Career Education.

The Committee is of the opinion that the first Council project played a key role in the growth, in terms of both numbers and quality, which took place in Career Education efforts. In the opinion of the Committee, the second Council project, " The Status and Progress of Career Education", has occupied a similar role, and has had similar results, including the strengthening, as it were, of the State Directors/Coordinators of Career Education. An indication of this can be seen in the formulation of the recommendations which emanated from the second annual conference in Career Education sponsored by the Council. This conference, held in Denver, had as its theme, "State Leadership in Career Education". It was attended by over ninety people from some 43 states and extra-state jurisdictions. (Again, individual transportation costs of participants were borne by individual state budgets or, in the case of some, individual private or personal budgets.)

The recommendations alluded to were made a part of a separate report to the Committee, and they in turn will be shared with the Council membership after the Committee has had an opportunity to review, refine, accept, or reject them. Suffice to say, however, the Denver conference and the products were an excellent capstone for the year's activities; they were also a good introduction into another year's efforts.

Consistent with the efforts of the Council and the projects during the past two years, the Council has submitted a proposal for a third year's effort--"Strengthening State Leadership in Career Education". If this proposal is funded, the Council project will be able to (1) provide assistance for staff development needs (in terms of Career Education); (2) provide a workable communications network; and function as a dissemination device or vehicle.

Problem Areas

Obviously, the Committee is pleased with the Council's efforts in Career Education over the past several years, as well as with the results to date. It should not be inferred, however, that either the efforts or the results have solved all of the problems associated with implementation efforts in Career Education. Some inroads and progress has been made toward solving or alleviating some of the existing problems, but others remain largely unsolved and perplexing. Some of the remaining problem areas include:

- The Role and Function of Higher Education
- Establishment of a Viable Relationship Between Career Education and Vocational Education
- Determination of Proper Relationships Between Guidance and Career Education
- Definition and Implementation of Satisfactory Relationship Between USOE and NIE (in terms of Career Education)
- Identification and Implementation of Proper Role for the National Advisory Council for Career Education
- Adequate Use of Research and Research Findings to Bolster Implementation of Career Education
- Meaningful Relationships Between SEA's and USOE

Recommendations

With the preceding accomplishments and concerns in mind, the Committee respectfully submits the following recommendations to the Executive Board of the Council of Chief State School Officers:

- That the CCSSO Committee on Career Education be continued for not more than two years.
- That funds be sought for continuation of special Career Education projects, but for nor more than two additional years.

[It is the opinion of the Committee that every effort be made to avoid any implication that Career Education should be maintained forever as a separate educational entity. The Committee is appreciative of the fact that Career Education has been a priority of the Council for the past three years; the Committee is of the opinion that two more years--for a total of five--should be sufficient to "get it started and keep it moving."]

- That an ad hoc task force of five selected State Directors/Coordinators be created to work with Council staff to develop a strong position paper on Career Education and the Council; the paper should incorporate appropriate recommendations made by the State Directors/Coordinators at the recent Denver conference; the paper should be completed for review by the Committee by September 1, 1975; the paper should be distributed for review to Council membership by October 1, 1975; the paper should be considered as a policy statement by the Council membership at the 1975 Annual Meeting.

[It is the opinion of the Committee that while there have been positive actions reflected in the various resolutions, the adoption, by the Council membership, of a strong position statement would enhance the faster growth or expansion of Career Education in the several states.]

Respectfully submitted,

Robert D. Benton, Chairman

Anne Campbell, Member
A. W. Ford, Member
Calvin Frazier, Member
John W. Porter, Member
Thomas C. Schmidt, Member
Roy Truby, Member
Carolyn Warner, Member
Robert A. Withey, Member

APPENDIX B

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

Report to the
Committee on Career Education

David L. Jesser

Washington, D.C.
February 29, 1976

Introduction

As members of the Committee are aware, the Council of Chief State School Officers, with the help of a USOE Grant, is sponsoring a nation-wide project in career education. The project, titled "Strengthening State Leadership in Career Education", is an outgrowth of previous career education projects sponsored by the Council, and is concerned primarily with establishing and maintaining communications among and between state directors/coordinators of career education. A second concern has been related to identifying and providing opportunities for in-service development of state directors/coordinators of career education.

Toward these ends--communication and staff development, the project has engaged in activities and endeavors such as are outlined in the following paragraphs.

Committee on Career Education (CCSSO)

Toward accomplishment of the first major goal noted above, the project has first of all worked closely with the Committee on Career Education of the Council of Chief State School Officers, both to keep this group informed of developments relating to the project, and to help the Committee to communicate its opinions and attitudes about career education to the state directors/coordinators.

The Committee on Career Education was informed of, and seriously examined the proposal as it was written prior to its submission (Denver: April 1975). It subsequently reviewed the proposal after it has been submitted and had been negotiated, but still prior to any grant award announcement (Washington, D.C.: June 1975). As a result of this type of communication, which actually took place prior to the period covered by this report, the Committee, and indeed the entire Council, was well informed as to the intent of the project proposal.

During the period actually covered by this report, the Committee has met only once (Atlanta: November 1975). Communication however has been almost on-going through the use of the telephone, memoranda, newsletters, and the like.

As a result of the communications with the Committee, and through it to the Council, a position statement on career education was developed by state directors/coordinators. This was reviewed and modified by the Committee at the November meeting, and was officially adopted by the Council membership in its annual business meeting (Atlanta: November 1975).

Communications Task Force (CTF)

Consistent with the overall objective, a six-member Communications Task Force was organized in August 1975, with the following state-directors serving on it:

James Athen ---- Iowa
Paul Bennewitz ---- Arizona
Margaret Ferqueron- Florida
Barbara Gutheil---- Vermont
Emil Mackey ---- Arkansas
William Weisgerber- Michigan

The Communications Task Force, the members of which were named only after approval of their chiefs, has met formally on one occasion (Washington, D.C.: August 1975) and informally on two other occasions (Des Moines, Iowa: October 1975, and St. Petersburg, Florida: November 1975).

At its initial meeting the CTF reviewed its role and function with regard to the project, and then determined priorities, in terms of communicative efforts, for the project. These included a regular newsletter, special bulletins, teleconference calls, and national as well as regional conferences or study seminars.

Newsletter. As a result of the guidance provided by the CTF, a newsletter, EXCHANGE was developed and implemented. Three issues of this newsletter have been produced, and a fourth is to be distributed momentarily. During the reporting period--after the third issue of EXCHANGE, data was collected from state coordinators and chief state school officers about its usefulness and effectiveness.

Bulletins and Memoranda. In keeping with the recommendations of the CTF, special bulletins or memoranda have been used as the occasion demanded. Most recently, this technique was employed to good advantage when the legislation pertaining to career education (HR 11023) was introduced by Congressman Perkins. (As a point of fact, it was possible, through this system, for state directors/coordinators to have copies of the legislation even before their own congressional representatives had access to copies.)

Teleconference Calls. A third recommendation of the CTF related to the use of conference calls among groups of state directors/coordinators as the need arose. During the period covered by this report this technique has been utilized on several occasions, but perhaps the most significant use related to discussing and obtaining consensus as to the position statement that was mentioned earlier. (It was also used to good advantage in developing a "staff competencies instrument", which is discussed in a later section of this report.)

Liaison With Federal Agencies and National Organizations. Consistent with project goals and recommendations of the CTF, the Project Director has met regularly--monthly--with the Director of the Office of Career Education and members of his staff. During these meetings it has been possible for concerns of the state directors/coordinators to be communicated directly to the federal agency. At the same time, concerns of that agency, applicable to state agencies, have been communicated and ultimately transmitted to the states. Additionally, these meetings have provided both the agency and the project with the opportunity to report on progress, lack of progress, and/or problems.

In terms of liaison with the Office of Career Education, it should also be noted that a representative of that office has been able to attend each of the project functions noted in this report. (It should also be noted, however, that this representation has not always been the same person, and this had caused some concern on the part of the Project Director and state directors.) Still in keeping with liaison efforts, the project, through its director and the CCSSO Committee on Career Education, has maintained close communication with the National Advisory Council for Career Education. As a result, there has been two-way communication between the states and the Council.

National Conference. One of the high priority recommendations of the CTF was the use of national and/or regional conferences or seminars as communications devices. With this in mind, and with the help of the CTF, a national conference for state directors/coordinators of career education was held in St. Petersburg, Florida, in November 1975. The conference was planned around the theme, "Planning for Career Education", and was attended by forty-three coordinators of career education and twenty-seven representatives of other national, state, local, and other agencies. The attendance was very good, especially when considered in the context of the travel restrictions that are being imposed in many state agencies. (No project funds were available to help defray participants' travel expenses.)

The St. Petersburg conference was viewed by most participants in a highly favorable light, as will be noted in the evaluative remarks that follow in a later section.

Staff Development Task Force (SDTF)

Consistent with the second major goal of the project, a Staff Development Task Force (SDTF) was organized in September 1975. As with the Communications Task Force, members of the SDTF was named only after approval of the chief state school officer was obtained. Eight state directors were originally suggested for the SDTF, but only seven were approved for appointment by their respective chiefs. As a result, the SDTF has functioned with only seven members, as listed below:

Anita Barber -- Alabama
Niel Carey -- Maryland
Saul Dulberg -- Connecticut
Lynn Jensen -- Utah
Paul Peters -- California
Walter Rambo -- Texas
Jeanne Werschke -- Colorado

The SDTF met in Denver in October 1975 to organize itself in terms of the project effort and to develop plans. The SDTF determined that its initial effort must be related to a determination, or an assessment, of need. As a result, the Task Force developed, field-tested, and modified an information-gathering instrument designed to provide information on competencies perceived to be desirable and the extent to which these existed.

The instrument was administered to participants at the St. Petersburg conference, and was sent to all state directors/coordinators who were unable to attend. Information about competencies was thus gathered, and is presently serving as a base for the contemplated spring conference. (The results, as tabulated, are contained in a separate report that is currently in the process of preparation.)

Legislative Developments

In addition to the activities described, the career education effort of the Council has been concerned with legislative developments, and the Committee on Career Education, working with and through the Committee on Legislation, has had considerable opportunity for input into the planning of and for career education legislation. The Chairman of the Committee on Career Education, Robert Withey, was invited to present testimony in support of HR11023 on behalf of the Council to the House Subcommittee on Elementary, Secondary, and Vocational Education on February 21, 1976. (Copies of this testimony have been distributed to all chiefs.) In a similar vein, the state directors/coordinators of career education were also invited to present testimony, and this was provided by Ms. Jeanne Werschke of Colorado. (Again, copies of Werschke's testimony have been distributed all chiefs.)

As part of the project's communications efforts, both chiefs and state directors will continue to be informed about legislative developments that will affect career education efforts.

Future Activities

The project, continuing as it will through June, 1976, is engaged in planning for a national conference for state directors/coordinators. This conference, which will be held in Phoenix on May 2,3,4, 1976, will provide state directors, as well as other key SEA personnel, with the opportunity to engage in an in-depth exploration of any of four interest areas:

Creation of and Working With Advisory Councils
Organizing and Conducting Needs Assessments
Developing Adequate Evaluative Procedures
Fundamental Implementation Steps

All of these interest areas, which were identified by the state directors themselves, relate directly to the work that each will be doing in connection with the development of state plans for career education.

National Leadership Conference. The project, through its director, is and has been cooperative, in the planning for two other national conferences that will be held this year. The first of these conferences, to be held in Vail, Colorado in June, is a Career Education Leadership Conferences, and will involve leaders from business, industry, labor, legislatures, as well as leaders from education.

Ms. Jeanne Werschke, who is coordinating plans for this conference, has indicated the program planners would like to have this CCSSO Committee represented on the program in the form of a panel discussion. This perhaps could be discussed by the Committee. (A publicity release about this conference is attached.)

Commissioner's Bicentennial Conference on Career Education. As a part of the observance of the Bicentennial, the U.S. Commissioner of Education has scheduled some five national educational conferences, including on Career Education. The Bicentennial Career Education Conference will be held in Houston in November, and plans are being made for a conference involving perhaps 15,000 participants.

The Council, through its Committee on Career Education, has been supportive of the concept of such a major national conference since the idea was advanced a couple of year ago. It is the hope of the conference planners that continued support (moral rather than financial) will be maintained. (Dr. Kenneth Hoyt, who will be present at the Committee meeting, will be able to discuss this in greater detail.)

APPENDIX C

CAREER EDUCATION

A Position Statement of
the
Council of Chief State School Officers

(Prepared by the Committee on Career Education and a Special Task Force of the project, "Strengthening State Leadership in Career Education")

Atlanta, Georgia
November 18, 1975

Committee on Career Education, Council of Chief State School Officers

Robert D. Benton (Iowa), Chairman

Anne Campbell (Nebraska)
A. W. Ford (Arkansas)
Calvin M. Frazier (Colorado)
John W. Porter (Michigan)
Thomas C. Schmidt (Rhode Island)
Roy Truby (Idaho)
Carolyn Warner (Arizona)
Robert A. Withey (Vermont)

Special Task Force of State Directors/Coordinators of Career Education

Jim Athen (Iowa)
Paul Bennewitz (Arizona)
Walter Faulkner (Vermont)
Margaret Ferqueron (Florida)
Barbara Gutheil (Vermont)
Emil Mackey (Arkansas)
William Weisgerber (Michigan)

The project, "Strengthening State Leadership in Career Education" is financed through a grant from the U. S. Office of Education (#G007502289).

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FOREWORD

The process of transition from childhood to adulthood--the process of growing up--has never been an easy one. But it is somewhat paradoxical that, in an era in which exists an abundance of knowledge, sophisticated technology, and virtually instantaneous communications devices or techniques, the process of transition from childhood to adulthood remains difficult.

Young people, because of the modern devices with which they are surrounded, are literally inundated with facts, information, and other necessary "tools" even before they enter the formal school setting. It has been observed, with a high degree of validity, that youngsters entering the first grade today do so with more basic knowledge than many high school graduates of a generation or two ago possessed when they left the high school environment. In similar fashion, first-graders today are highly conversant with the numerous components of a technology that was only dreamed of a generation or two ago.

In short, the young people in our schools and society are rich with information. And as a result, one might assume that the transition from youth to adulthood would be made easier. Yet this is not the case.

With all of the apparent positive aspects of their environment, together with the abundance of knowledge and information, many young people in our schools and society remain experience poor. Children and youth, whether by design or accident, are often not involved in adult kinds of activities--activities that are needed to help young people to better understand themselves, their education, their relationship with society, and their relationship to the world of work.

Young people often experience difficulty in determining who they are, where they want to be going, and how they might expect to get to where they want to be. The schools must be able and willing to assist the young people to develop an awareness, but the schools alone--the insulated and isolated classroom--cannot be expected to accomplish the task. Those elements of society that are external to the schools, but which are an integral part of the young person's life, must also be brought into the educational process. The home, the family, the community, the business/labor/industry/professional segments of society--all must assume and accept the important roles which are theirs, and help young people experience those activities that will develop the needed awareness and attitudes, and which will provide rational bases for the choices--decisions--that young and old alike are called upon to make as they proceed through their life careers.

It goes without saying that the cost of providing an education that is suited neither to the needs of the individual nor to those of society is high. But while the immediate cost to society is high, the long-range costs assume even more gargantuan proportions. Every individual who cannot cope with self, with education, and with the world of work causes extremely valuable, and not unlimited, resources to be drained from society. Unemployment lines, welfare agencies, drug centers, and corrections institutions are filled with individuals who have not been provided with the experiences which are needed in order to prepare one to meet and overcome challenges, and to truly allow the individual an opportunity to become producing as well as contributing member of society. Clearly, this type of condition cannot be tolerated in our modern society.

Career Education, as a major emphasis in American education, represents a response to the call for basic changes in the educational system that are urgently needed. In the relatively brief time since the concept was introduced, it has been met with a very high degree of acceptance. The Council of Chief State School Officers believes that the concept of Career Education offers considerable promise for resolving some of the problems that have led to a call for reforms in American education. The Council is therefore pleased to issue the position statement contained in these pages.

CAREER EDUCATION What is it?

Career Education is essentially an instructional strategy, aimed at improving educational outcomes by relating teaching and learning activities to the concept of career development. Career Education extends the academic world to the world of work. In scope, Career Education encompasses educational experiences beginning with early childhood and continuing throughout the individual's productive life. A complete program of Career Education includes an awareness of self and the world of work, broad orientation to occupations (professional and non-professional), in-depth exploration of selected (occupational) clusters, career preparation, an understanding of the economic system of which jobs are a part, and placement for all students.

While it is not likely--or desirable--that all people would agree what should be learned in the name of education, most would likely agree that there are several basic purposes inherent in the educational process. The educational process should provide every learner with opportunities:

- To acquire the basic skills essential to all other learning;

- To develop the ability to think in a rational manner;

- To be able to understand how wise choices or decisions are made; and
- To develop those attitudes essential to a productive, rewarding, and satisfying life.

The Council of Chief State School Officers subscribes to the purposes of education, and believes that Career Education, as defined in the opening paragraph above, will provide a vehicle that can lead to accomplishment of the purposes. In addition, the Council believes that:

CAREER EDUCATION IS FOR ALL LEARNERS

Career Education is not for any one economic, social, ethnic, or ability group. It is for learners of ALL economic, social, and ethnic backgrounds. It is for ALL levels of ability. It is learner centered, and seeks to achieve the goals of justice and equality of opportunity in education.

* * * * *

CAREER EDUCATION IS IN ALL LEVELS OF EDUCATION

Career Education is included from kindergarten through university education and in adult continuing education. It is infused into the regular curriculum and it enriches the traditional disciplines.

* * * * *

CAREER EDUCATION INCLUDES ALL WORK -- BOTH PAID AND UNPAID

Career Education provides job-entry skills to all learners prior to or upon leaving the educational system. It provides awareness of all occupations and professions. It provides preparation for those occupations requiring minimal knowledge and skills and those professions requiring very high levels of specialized competence.

* * * * *

CAREER EDUCATION INCLUDES THE TOTAL COMMUNITY

The environment and resources for Career Education include both the school and the total community. Education does not take place in a vacuum. Learning occurs at all times. No single agency or institution should attempt to assume full responsibility for all aspects of education.

* * * * *

CAREER EDUCATION IS LIFETIME EDUCATION

Career Education is education that is intended to meet career needs at every stage during one's life.

CAREER EDUCATION — Who is involved?

Since Career Education represents a concept whose general purpose is to provide students with a better education, then it is only fitting that students be the primary clients (or beneficiaries) of this new effort. And students are, indeed, the target audience for Career Education. However, in order for students to be exposed to Career Education concepts, various other groups must be actively involved. These include:

STUDENTS

Career Education is designed to provide ALL students--including adult learners--with a more credible, realistic and functional learning experience throughout the school system. Career Education concepts are for first graders...for fifth graders...for twelfth graders...for community college students...for technical training students...for university undergraduates...and for adult and continuing learners. Career Education is for all students--regardless of intellectual ability, economic background, race, or ethnic origin.

PARENTS

One of the basic premises upon which Career Education is based is that parents will become actively involved with school activities and projects. Parents are increasingly playing a collaborative role by emphasizing the home, in part, as a family work place and as a major influence in life careers. Additionally, through Career Education efforts, parents are becoming increasingly more involved in such cooperative capacities as guest speakers, teacher aides, career observation tour chaperones, and as members of active advisory councils. Not only do parents represent a rich resource of talent and knowledge, but participation of parents in school activities has a tremendous positive psychological and motivational effect on their own children.

EDUCATORS

Career Education ideas cannot be implemented without the understanding and interest by classroom teachers, building principals, district superintendents, and school board members. And understanding how Career Education can be of benefit to the students is not something the educational community can be expected to know by osmosis. Teachers at all grade levels and in all subject areas (as well as counselors and administrators) must be provided with opportunities to attend orientation seminars, in-service workshops and other activities designed to acquaint them with the techniques and potential of Career Education. Career Education is not keyed towards any particular subject areas--academic classes, social studies, vocational programs, and fine arts classes should all tie in with and impact on Career Education. Therefore, ALL teachers need to be involved with implementing Career Education within their regular subject areas.

COMMUNITY

A significant part of Career Education has to do with providing students with meaningful understanding and awareness of the world of work. In order to accomplish that, representatives from business, industry, and organized labor must become tuned in to the needs of Career Education and need to be willing to provide continual support in the form of observation tour sites, guest speakers, instructional aides and materials, work stations for on-the-job training programs, assistance in developing new curriculum and individuals to serve on community advisory councils. Career Education cannot be implemented with any great success unless community support is active, enthusiastic and aggressive.

It should be clear that Career Education is not perceived as just another program existing in isolation of the rest of the school process. Career Education is a concept that is integrated into and throughout the existing educational structure--in all subjects, for all students, and involving parents, teachers and the community at large.

CAREER EDUCATION Why?

Throughout the history of our nation, the efforts of both youth and adults to identify and engage in activities that contributed to their own well-being have been, by and large, through their life's work.

Our nation, however, is now in the midst of a worldwide revolution in technology that is causing major changes in both values and in standards of living--in essence, major changes in lifestyles.

The accelerated rate of change challenges education specifically to provide all individuals with more assistance in developing an ability to cope with the changing lifestyles and to contribute, in productive and satisfying ways, to the society in which they live. This challenge calls for every effort that will increase the ability of individuals to develop their own potential, to contribute not only to their own well-being but to the well-being of their society.

A major purpose of education must be that of facilitating the career development of the individual it serves. Career Education provides the stimulation and support for those specific educational objectives which assure that each student has an opportunity to become more productive and satisfied through the way he or she contributes goods or services--the job(s) held (paid or unpaid).

Career Education offers to the educational community and to the community at large the stimulation, the emphasis and the means to deliver educational experiences which prepare individuals for a changing and increasingly complex society.

CAREER EDUCATION

A Lifelong Process

The concept of Career Education will not be new to the many discerning individuals who recognize and understand that learning is a lifelong process, and that no one, either consciously or unconsciously, can stop learning. Career Education is an instructional strategy designed to meet the career development needs of all individuals. It therefore must be provided for individuals at varying stages of life.

Career Education is predicated on a belief that both education and the work that education prepares us for can be meaningful, satisfying, and rewarding to our lives. It is also based on an assumed ability to create a learning environment that meets the career needs of young people and adults in all settings--and at any point in their lives. Such an environment would make educational opportunities--at all levels--available to every individual wishing to learn, whether for vocational purposes or for avocational pursuits.

The "open door" policy of Career Education acknowledges that individuals change occupations or jobs three to five times during their careers, either because of personal changes or changes in the employment market. Career Education will assist individuals in developing competencies and acquiring skills needed at every successive career stage.

APPENDIX D

EXCHANGE

SSO CAREER EDUCATION NEWSLETTER • VOL. 1 NO. 5 MARCH 1976

SPRING CONFERENCE MAY 2-3-4, 1976

PHOENIX, ARIZONA

PLANS FOR THE PHOENIX CONFERENCE .... are moving along, according to Dave Jesser and Paul Bennewitz, who is handling arrangements in Phoenix. The conference will be at the East/Airport Ramada Inn, located at 3801 East Van Buren, Phoenix, and the rates are $16.00 for singles; $22.00 for doubles. Special registration cards are to be mailed out to State Directors/Coordinators shortly.

INTEREST AREA SELECTIONS .... are coming in to the office, Jesser noted. In this connection, State Directors/Coordinators are reminded to develop, and send to Jesser, questions about the are of special interest that they would like to have answered or concerns they would like to have considered. Send the questions and concerns directly to Jesser; he will see that the resource/consultant gets them.

* * *

THE CAREER EDUCATION POSITION STATEMENT .... of the Council of Chief State School Officers, in foldover form, was recently distributed in limited numbers to State Directors/Coordinators. The project has been able to obtain another 1,000 copies at no charge, and will be happy to send multiple copies to each requesting state so long as the supply lasts. [The print is small, but as Ross Henderson and others have commented, it fits nicely in an envelope with other materials, letters, etc. A suggestion: If you do mail out copies, use your SEA or State Director stamp on them.]

* * *

reer Education Exchange is published monthly by the Project, Strengthening State Leadership in Career Education, an
pported by a grant (G007502289) from the U.S. Office of Education. The items included in the publication do not nec
rily reflect either USOE or CCSSO policy.

FROM KENTUCKY .... comes news about Career Education Legislation. Ross Henderson, Kentucky Coordinator for Career Education, is very pleased to let us all know that on March 16, 1976, Governor Julian M. Carroll, of Kentucky, signed into law a comprehensive Career Education Bill. The funding proposed in the legislation is $2 million over the next two years. And as Henderson points out, some 98% of the funds will go to local school districts to facilitate further expansion and implementation efforts.

-- Congratulations to both Ross and Kentucky --

◆

LAB ASSEMBLES RESULTS OF NIE CAREER ED PROJECTS TO HELP LOCAL SCHOOL PLANNERS .... The results of nearly 100 career education projects funded by the National Institute of Education will be used by the Northwest Regional Educational Laboratory to prepare a "planner's guidebook" to help school district personnel develop and implement local programs.

In addition to the guidebook which organizes the results of many research and development efforts around key questions, the Laboratory is preparing a summary of results of each project, including information on where to obtain reports, products, information on adoption, use and impact.

Completion of the guidebook is projected for May.

Contact: Larry McClure, Experience-Based Career Education. Northwest
Regional Educational Laboratory, 710 S.W. Second Avenue, Portland,
Oregon 97204

◆

SEVERAL SUPPLEMENTS TO THIS ISSUE OF EXCHANGE .... are included with this issue. State Directors/Coordinators will no doubt want to peruse the supplements, and to use them where appropriate. The supplements are:

- UAW Career Education Statement
- Career Education Plus
- Career Education and the Local Church

◆

DATA INDICATES THAT CAREER EDUCATION DOES MAKE A DIFFERENCE .... according to information from the Roseville (Minnesota) Area School District.

Two recent studies have now documented that the Roseville Career Education Model is making a perceptive difference in the career development of students and staff. The Roseville Model is focusing on three major areas of Career Education--students, staff, and community.

In terms of students, significant gains were noted in the areas of decision-making, values clarification, and career considerations (decisions). These gains, according to the information received, were achieved without a significant change in the students' learning of the basic skills.

In terms of staff development, a study indicates that considerable gains have been made since the Roseville project (USOE-Incremental) has been in operation.

For further information about the project, contact Vernon Vick, District Coordinator of Occupational Education, or Arland Benson, Project Director, 1251 West County Road B-2, Roseville, Minnesota 55113.

[NOTE: AS HAS BEEN POINTED OUT, MUCH MORE INFORMATION ABOUT THE DIFFERENCE THAT CAREER EDUCATION MAKES IS NEEDED. IF STATE DIRECTORS ARE ACCUMULATING ANY SUCH DATE WE WOULD LIKE TO MENTION IN OUR NEWSLETTER.]

◆

STATE DIRECTORS/COORDINATORS OF CAREER EDUCATION .... will want to obtain a copy of a recent report, Career Education: Status and Needed Improvements", that has just been issued by the General Accounting Office (GAO).

The report indicates that before the concept can be fully implemented:

- More will have to be known about costs;
- More cooperation from teachers is needed;
- More information about impact of CE upon students is necessary; and
- More adequate evaluation procedures need to be developed. State Directors can obtain a free copy of the report (MWD 76-81) by writing to:

U.S. General Accounting Office
Distribution Section
Room 4522
441 G. Street N.W.
Washington, D.C. 20013

◆

FROM KANSAS .... comes the first issue of Comment, a very neat publication about Career Education in Kansas. Edited by Hazel Rockhold, Comment contains numerous items of particular interest to Kansas educators. It also contains many items that will be of interest to State Directors of Career Education.

In one article in the current issued of Comment, W.A. (Wec) Rumbaugh, who is known to many State Directors, observes that:

Kansas has established a sound base for the development and expansion of Career Education in the state, and it is the mission of the Kansas State Department of Education to enable every school to begin implementing Career Education by 1980.

Approximately one-third of the 308 school districts in Kansas presently have an approved plan for Career Education, an increase of 50 percent in two years. Getting a plan approved and implementing a program are two different things. We have found that an intensive retraining program is needed for school personnel, so that they can become knowledgeable about how to use Career Education concepts in their program area. Industry would call this retooling for a newly designed system or product. In our case, we hope that a better informed and prepared student would be the outcome of our programs.

The future is indeed bright for career education implementation in Kansas. The ultimate goals in career education are these for all students: (1) To improve the quality of career choice, (2) To improve the individual's opportunity to progress in a career.

Contact:

Dr. Hazel Rockhold, Editor
Comment
Kansas State Department of Education
120 East 10th Street
Topeka, Kansas 66612

* * *

THE STATUS AND PROGRESS OF CAREER EDUCATION .... a major report prepared by the CCSSO Career Education Project .... has been accepted for announcement in the ERIC publication, Resources in Education.

All chief state school officers and state directors/coordinators should have received a copy of this report. If others are interested in obtaining copies, they should check the June issue of Resources in Education.

If released for ERIC dissemination, the report may be ordered from EDRS, P.O. Box 190, Arlington, VA 22210, using the ED number which will be assigned at publication time.

* * *

DEFINING CRITICAL TERMS IN VOCATIONAL EDUCATION .... is the title of a recent report prepared by a Task Force of the National Association of State Directors of Vocational Education. State Directors of Career Education will find the entire report to be of value. Of special interest, however, should be the definitions that have been developed for career education and vocational education:

- CAREER EDUCATION .... Means a process utilized in both school and community which enables individuals to make choices leading to success in life-long developmental patterns of living, learning, and working. It includes a sequence of educational experiences, throughout all of education, consisting of development of self awareness, career awareness, exploration of options, decision making and preparation in one or more alternatives to achieve the individual's career objective.

- VOCATIONAL EDUCATION .... Means organized educational programs, services, and activities which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

◆

CAREER EDUCATION AND THE LOCAL CHURCH .... is the name of a brief monograph just issued by the National Center for Christian Studies on Education and Work (An arm of the National Council of Churches).

Keith Smith, Director of the Study on Education and Work, has supplied the project office with sufficient copies for all state directors, and one is enclosed with this issue of EXCHANGE.

◆

FROM FEEDBACK, (THE NEWSLETTER OF CAREER EDUCATION IN NEW HAMPSHIRE)

"And so he said to me, I wanted to be a photographer, but nothing developed.
I wanted to be a plumber, but I didn't have the right connections.
I wanted to be a medium, but I didn't have the spirit.
I wanted to be a shoemaker, but I didn't have the sole.
I wanted to be a geologist, but I took everything for granite.
I wanted to be a sausage maker, but I didn't have the guts.
I wanted to be a baker, but I didn't have the dough.
I wanted to be a coffee salesman, but it was too much of a grind.
I wanted to be a teacher, but I didn't have any class.
I wanted to be a doctor, but I didn't have the patients.
I wanted to be a tree surgeon, but I wouldn't go out on a limb.
I wanted to be a mirror maker, but I couldn't see myself doing it."

◆

APPENDIX E

May 20, 1976

Memorandum

TO: State Directors/Coordinators of Career Education

FROM: Dave Jesser Dave

SUBJECT: Good News/Bad News

Dr. Byron Hansford has often told the story about the pilot who announced to his passengers that he had some good news and some bad news. "The bad news first: Our compass went out and we don't know where we are. Now the good news: We're making mighty good time!"

I don't really think the story applies to the situation in career education. We do, I think, know where we are; we are also making good time. But we have encountered some rough weather, and it will cause us to alter our plans.

•The Perkins Bill

For all intents and purposes, HR11023 is dead for this session of Congress. It was not reported out of Committee by May 15, and the rules of Congress require that in order for legislation having money for the next fiscal year to be considered on the floor, it must be reported out by the 15th of May.

When we got the news, we were rather shocked. We had been led to believe that it (the Perkin's Bill) would in all probability be acted upon this year. We were told that Congressman Perkins was genuinely sorry that other priorities (relating to expiring legislation) got in the way.

I saw Jack Jennings, the majority counsel, on Tuesday afternoon in an attempt to find out what might possibly be done. Mr. Jennings suggested two things that state directors might do to encourage consideration:

1. Develop an even stronger base of political support.

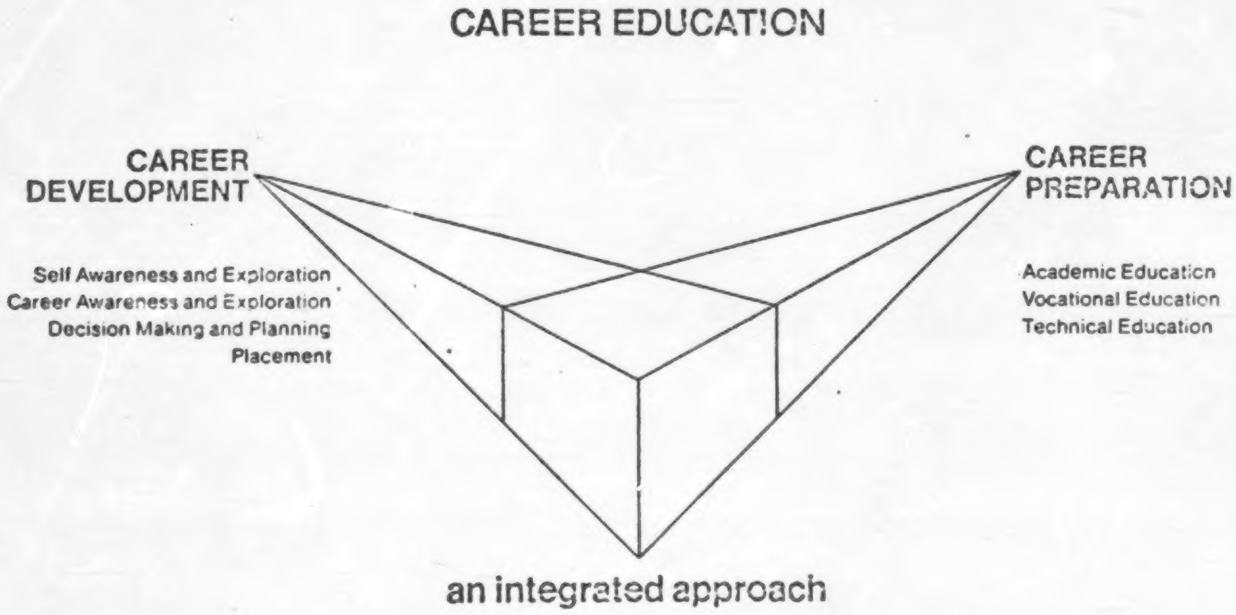
   Letters are better than nothing, but personal contact will not doubt be what will influence Congressmen. Also, political support will need to result in support on both sides of the aisle; not just by Republican or Democratic members. Lastly, political support should be visible in both houses of Congress; not just in the House or in the Senate.

2. Develop and use a definition that all can understand and accept.

According to Jennings, people are still having problems in understanding what "career education" means, and seem to be of the opinion that it is just another name for vocational education. The extent to which this is true indicates how much work we have to do.

We will have to continue to help people, including our own members of Congress, to understand that there is a difference, and that the difference "makes a difference" in the legislation. Suggestions:

- Make use of our position statement. Point to the definition we use, or to one that you use.
- Utilize a graphic model such as the one from Michigan to emphasize the all embracing--or integrating --nature of career education


CAREER EDUCATION
CAREER DEVELOPMENT
Self Awareness and Exploration
Career Awareness and Exploration
Decision Making and Planning
Placement
CAREER PREPARATION
Academic Education
Vocational Education
Technical Education
an integrated approach

A Reference Guide: Goals and Performance Indicators, Michigan Career Development Program, Michigan Department of Education, 1973.

The two problems perceived by Jack Jennings may or may not be real. They should, however, cause us to review our own strategies and/or tactics. There seem to be several options open:

•Future of the Perkins Bill

Earlier, I pointed out that the Perkins Bill is dead for this session of Congress. This is true, but as I understand it, only because of the inclusion of FY77 money (which was $5 million for planning).

Again, as I understand it, the Perkins Bill could be introduced in the next several months if the $5 million for FY77 were deleted. This would make FY78 the earliest that funds could be made available.

If you think this to be desirable, it will be necessary for all of us to encourage Congressman Perkins. It will be crucial for us to convince our own Congressmen. And, it will be imperative for us to obtain strong support and commitment in the Senate.

•Future of the "Hathaway Section" of the Senate Omnibus Bill

As you are already aware, Senator Hathaway has included in the Senate Omnibus Bill (already out of Committee) a Title on Career Development, Guidance, and Counseling. We are enclosing a copy of the section (Title V), and a copy of several suggested changes that we feel must be made. We have been given assurances that the kinds of changes that are suggested can be made [I would suggest that any endorsement or encouragement include comments about changes that should be made.]

Again, if we want to support the Hathaway portion with changes, we will have to generate political support of the type already mentioned--on both sides of the aisle, and in both Houses of Congress.

* * * * *

I think it is possible for us to be consistent, and at the same time to support both the Perkins Bill and the Hathaway Bill (with changes). With the Hathaway Bill, no money would be available until FY78; this would jibe with the Perkins Bill if the $5 million first year (FY77) were to be eliminated.

SUGGESTION:

- °Talk with your Federal Legislative Liaison Representative.
- •Talk with your Congressman

- Talk with your Senators
- Encourage others to do likewise
- Send copies of state reports to your Congressional representatives
- Send abstracts of your state plan proposals to your Congressional delegation with covering information. (Here's what we plan to do now -- we will need massive implementation/start-up moneys.)
- Encourage people to write to their Congressional representatives; make use, where possible of actual happenings or anecdotes.
- Collect and transmit information that clearly shows that career education really does make a difference in terms of scholastic achievement, citizenship, occupational/societal awareness, truancy, drop-out rate, teacher attitude/attendance, etc.
- Again, work with and through your SEA's Federal Legislative Liaison Representative.

(A list is enclosed for your information and use.)

* * * * *

Several other items are enclosed for your information:

- Abstract of the Mississippi State Plan Proposal (for your Notebook)
- Reprint of article about I-EC Councils in California
- Memorandum re Telephone Communications Network

APPENDIX F

"Planning for Career Education"

St. Petersburg, Florida — November 12-14, 1975

Conference Participants

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APPENDIX G

PLANNING FOR CAREER EDUCATION

A National Conference for State Directors/Coordinators of Career Education sponsored by the Council of Chief State School Officers and the project, "Strengthening State Leadership in Career Education".

November 12-14, 1975
Bilmar Hotel
St. Petersburg, Fla.

NOVEMBER 12 WEDNESDAY

REGISTRATION

4:00-6:00 Reception Area

Registration will be at the designated desk in the hotel. All participants and observers are requested to fill out the registration card that is provided.

There are no registration fees for the conference. However, there will be charges for the pre-arranged meals. With this in mind, participants and observers are requested to purchase tickets for the meals at time of registration.

If there are any participants who are not able to register at the time indicated, they should contact:

Ms. Marilyn Carras
Project Secretary

OPENING SESSION

7:00 P.M. (Dinner) Sunset Room

Presiding: Mr. Joe D. Mills,
Director, Division of Vocational Education
Florida State Department of Education

"Current Activities of the National Advisory Council for Career Education"

Dr. Sidney P. Marland
President, College Entrance Examination Board
and
Chairman, National Advisory Council for Career Education

NOVEMBER 13 THURSDAY

GENERAL SESSION

8:30 A. M. Sunset Room

*"Overview of Conference"
David L. Jesser

*"Informational Needs"
N. L. McCaslin ' Bill Weisgerber
S. D. Task Force

WORK SESSIONS

9:30-11:30

1:30-3:30

Group I - Beach Room
Discussion Leader:
E. Niel Carey

Group II - Conference Rm
Discussion Leader:
Margaret Ferqueron

Group III - Room 226
Discussion Leader:
Walter Rambo

Group IV - Room 326
Discussion Leader:
Saul Dulberg

GENERAL SESSION

3:30 P.M. Sunset Room

Presiding: Dr. David L. Jesser
"Evaluating Career Education Materials"

Dr. Kenneth Komoski
Director, Educational Products Information Exchange

GENERAL SESSION

7:30 P.M. Sunset Room

Presiding: Dr. Margaret Ferqueron
Career Education Coordinator
Florida State Department of Education

"How Can the OCE Better Serve Needs of State Directors: An Informal Rap Session"

with

Dr. Kenneth Hoyt
Director, Office of Career Education

NOVEMBER 14 FRIDAY

GENERAL SESSION

8:30 A.M. Sunset Room

TASK FORCE REPORTS
Margaret Ferqueron, CTF
Saul Dulberg, SDTF

9:45 A.M.

SPECIAL INTEREST GROUPS	ROOM
•National Manpower Institute	Penthouse
•National Institute of Education	Conference
•Education/Military Liason Project	226
•Career Education and Teacher Training	326

10:45 A.M.

SPECIAL INTEREST GROUPS (REPEATED)

GENERAL SESSION

12:15 P.M. (Luncheon) Beach Room

Presiding: Dr. David L. Jesser
"FY 75-76 - Activities and Plans, OCE"

Dr. Sidney E. High, Jr.
Director, Division of Career Education Programs
Office of Career Education

ACKNOWLEDGEMENTS

The Council of Chief State School Officers, together with its special Career Education Project, "Strengthening State Leadership in Career Education", is pleased to sponsor this conference, and to further the efforts of Career Education. The Council wishes to acknowledge the support given by its individual members, and the commitment and dedication of its special Committee on Career Education. The Council also wishes to recognize and acknowledge the support and encouragement it has received from the Office of Career Education. Without the support and encouragement from all three groups, the overall efforts that have been made to date would have been much more difficult, if not impossible.

The Council and the special project also wish to acknowledge the help that has been provided by the Florida State Department of Education. Dr. Margaret Ferqueron, of that agency, has provided much assistance in arranging for details of this conference. At the local level, special thanks are given to Mrs. Myrtle Hunt, of the Pinellas County Schools.

A conference of this nature cannot be planned without the help of many, including the special Task Forces that have been created as part of the project. To the members of these groups, and to all others who have provided valuable input, go sincere and very special thanks.

David L. Jesser
Director
"Strengthening State
Leadership in Career
Education"

Byron W. Hansford
Executive Secretary
Council of Chief State
School Officers

APPENDIX H

COMPETENCIES FOR STATE CAREER EDUCATION LEADERSHIP

Mean Responses: 38 State Directors/Coordinators

INSTRUCTIONS

Please reach each statement carefully. You are being asked the degree to which you feel these competencies should be characteristic of state career education coordinators.

Mark both sides. Circle the number corresponding to the degree that best fits your perception of the competencies.

Competency EXISTS to a:

1. High degree
2. Moderate degree
3. Low degree
4. Does not exist

Competency SHOULD EXIST to a:

1. High degree
2. Moderate degree
3. Low degree
4. Does not exist

I. PLANNING

High-----Low $\overline{X}$ = Circle		High-----Low $\overline{X}$ = Circle
	A. Needs Assessment - determining status as it relates to career education at the:	
1 [✓ 2] 3 4	1. regional level	[✓ 1] 2 3 4
1 [✓ 2] 3 4	2. local level	[✓ 1] 2 3 4
1 [✓ 2] 3 4	3. learner level	[✓ 1] 2 3 4
1 [✓ 2] 3 4	B. Identification of Goals and Objectives - identifying goals and objectives on a short term and/or long range development and implementation plan at the regional level.	[✓ 1] 2 3 4
1 [✓ 2] 3 4	C. Developing activities to meet goals and objectives.	[✓ 1] 2 3 4

High-----Low $\bar{X}$ = Circle		High-----Low $\bar{X}$ = Circle
1 [✓ 2] 3 4	D. Management - managing programs and activities of career education at the state level.	[✓ 1] 2 3 4
	E. Identification of Resources (funding) - necessary to support activities available from:	
1 [✓ 2] 3 4	1. federal sources	[✓ 1] 2 3 4
1 [✓ 2] 3 4	2. state sources	[✓ 1] 2 3 4
1 [✓ 2] 3 4	3. regional sources	[✓ 1] 2 3 4
1 2 [✓ 3] 4	4. local sources	[✓ 1] 2 3 4
	F. Evaluation - providing information to decision-makers on:	
1 [✓ 2] 3 4	1. process outcomes	[✓ 1] 2 3 4
1 2 [✓ 3] 4	2. product outcomes	[✓ 1] 2 3 4
	II. ORGANIZATION	
1 2 [✓ 3] 4	A. State or Regional Advisory Councils - facilitating activities of a state advisory council.	[✓ 1] 2 3 4
1 [✓ 2] 3 4	B. Intradepartmental Task Forces - identifying, establishing, and facilitating intra-departmental activities.	[✓ 1] 2 3 4
1 [✓ 2] 3 4	C. Interdepartmental Task Forces - identifying, establishing, and facilitating inter-departmental activities.	[✓ 1] 2 3 4
1 2 [✓ 3] 4	D. Legislation - identifying strategies to facilitate new or continued state career education legislation.	[✓ 1] 2 3 4
1 [✓ 2] 3 4	E. Steering Committee - identifying, establishing, and facilitating steering committees with specific charges relating to career education activities at the state level.	[✓ 1] 2 3 4

High-----Low $\bar{X}$ = Circle		High-----Low $\bar{X}$ = Circle
1 [✓ 2] 3 4	F. Staffing and Organizational Structure - promoting and establishing an effective staffing pattern and operating within a cooperative organizational structure in relationship to other personnel in the state education agency.	[✓ 1] 2 3 4
1 2 [✓ 3] 4	G. Business/Industry/Labor/Professionals - identifying, promoting, and establishing cooperative relationships, active involvement, and open communications with all segments of the community.	[✓ 1] 2 3 4
	H. State/Regional/Local Agency coordination - promoting and establishing cooperative relationships, open communications, and responsive linkages between agencies at the:	
1 [✓ 2] 3 4	1. state level	[✓ 1] 2 3 4
1 [✓ 2] 3 4	2. regional level	[✓ 1] 2 3 4
1 [✓ 2] 3 4	3. local level	[✓ 1] 2 3 4
	III. DISSEMINATION	
	A. Needs Assessment - identifying specific components to determine the need for information, materials, human resources, etc. for dissemination to:	
1 [✓ 2] 3 4	1. internal to the SEA	[✓ 1] 2 3 4
1 [✓ 2] 3 4	2. internal to the education community	[✓ 1] 2 3 4
1 2 [✓ 3] 4	3. business/industry/labor/professional community	[✓ 1] 2 3 4
1 [✓ 2] 3 4	B. Information Sources - identifying sources or information form all segments of the community.	[✓ 1] 2 3 4
1 [✓ 2] 3 4	C. Collection - identifying techniques for collection of career education information, materials, human resources, etc.	[✓ 1] 2 3 4
1 2 [✓ 3] 4	D. Storage - identifying methods of storage of collected information to be disseminated.	1 [✓ 2] 3 4

High-----Low $\bar{X}$ = Circle		High-----Low $\bar{X}$ = Circle	
1 2 [✓ 3] 4	E. Retrieval - identifying an effective retrieval system for all dissemination information materials, resources, etc.	1 [✓ 2] 3 4	D
1 2 [✓ 3] 4	F. Modes - identifying and promoting various dissemination modes.	1 [✓ 2] 3 4	
1 2 [✓ 3] 4	G. Feedback and Recording - establishing an effective system for continuous feedback and recording of all dissemination activities.	1 [✓ 2] 3 4	
	IV. MANAGEMENT SYSTEMS		
1 2 [✓ 3] 4	A. Accountability - establishing an accountability process for continuous reporting to those persons, agencies, and segments of the community involved in the planning, organization, and implementation of all career education activities at the state level.	[✓ 1] 2 3 4	
	B. Monitoring and Technical Assistance - providing monitoring and consultative services and/or identifying resources to meet requests for technical assistance at the:		
1 [✓ 2] 3 4	1. state level	[✓ 1] 2 3 4	
1 [✓ 2] 3 4	2. regional level	[✓ 1] 2 3 4	
1 2 [✓ 3] 4	3. local level	[✓ 1] 2 3 4	
1 [✓ 2] 3 4	C. Cost Analysis/Benefit - identifying, establishing, and operating an effective cost analysis of all career education activities as they relate to state goals and objectives.	1 [✓ 2] 3 4	
1 2 [✓ 3] 4	D. Redesign - identifying and establishing a process for review, modification, and continuous update of management system at the state level.	[✓ 1] 2 3 4	D

High-----Low $\bar{X}$ = Circle	V. FUNDING STRATEGIES	High----Low $\bar{X}$ = Circle
1 [✓ 2] 3 4	A. Potential Sources of Funding - identifying and acquiring funds from all available sources.	[✓ 1] 2 3 4
1 [✓ 2] 3 4	B. Prioritized Budget - developing a defensible, realistic budget that clearly identifies the limitations imposed by any cutbacks.	[✓ 1] 2 3 4
1 2 [✓ 3] 4	C. Redirection of Existing Resources - identifying sources and implications of redirection of existing resources.	[✓ 1] 2 3 4
1 2 [✓ 3] 4	D. State Legislation for funding - initiating new funding legislation as well as infusing career education funding into parallel legislation.	[✓ 1] 2 3 4
1 2 [✓ 3] 4	E. Business, Labor, Industry, and Professional Organizations as Funding Sources - identifying and acquiring funds from these sources.	[✓ 1] 2 3 4
1 [✓ 2] 3 4	F. LEA Funding - identifying for LEA's realistic and defensible budgets for career education.	[✓ 1] 2 3 4
1 [✓ 2] 3 4	G. Legislation - providing significant data for funding career education.	[✓ 1] 2 3 4
1 2 [✓ 3] 4	H. Foundation Sources - identifying and acquiring funding from private foundation sources.	[✓ 1] 2 3 4
1 2 [✓ 3] 4	I. Identification of Power Bases - identifying and using power bases for influencing the appropriation of funds.	[✓ 1] 2 3 4
1 2 [✓ 3] 4	J. Other Government Agencies as Funding Resources - identifying and acquiring funds from other governmental legislation.	[✓ 1] 2 3 4
1 2 [✓ 3] 4	K. Use of State Legislative Liaison Officer - identifying and facilitating the procurement of funds through the use of existing legislative liaison people.	[✓ 1] 2 3 4

VI. PROGRAM IMPLEMENTATION

High-----Low $\bar{X}$ = Circle		High-----Low $\bar{X}$ = Circle
1 [✓ 2] 3 4	A. Making available information about existing career education curriculum.	[✓ 1] 2 3 4
1 [✓ 2] 3 4	B. Providing technical assistance to infuse career education into existing curriculum activities.	[✓ 1] 2 3 4
1 [✓ 2] 3 4	C. Using SEA mechanisms to assume the scope and sequence as provided for career education.	[✓ 1] 2 3 4
1 [✓ 2] 3 4	D. Identify Target Groups - identifying target groups necessary for facilitating program implementation.	[✓ 1] 2 3 4
1 [✓ 2] 3 4	E. Staff Development (inservice) - planning and carrying out effective inservice training programs and/or assisting others to provide such training.	[✓ 1] 2 3 4
1 2 [✓ 3] 4	F. Staff Development (preservice) - influencing teacher/counselor training institutions to prepare graduates to carry out their respective role related to career education.	[✓ 1] 2 3 4
1 [✓ 2] 3 4	G. Technical Assistance - consulting with LEA's in assisting them to implement a comprehensive career education program.	[✓ 1] 2 3 4
1 2 [✓ 3] 4	H. Utilization of Community - providing leadership to engage the community in a collaborative effort to deliver career education.	[✓ 1] 2 3 4
1 [✓ 2] 3 4	I. Utilizing a variety of strategies such as pilot projects, demonstration projects, and exemplary and innovative projects to facilitate the implementation of career education.	[✓ 1] 2 3 4
1 [✓ 2] 3 4	J. Organizing and facilitating the use of consortium efforts, resource centers, and interstate cooperation as vehicles for implementing career education.	[✓ 1] 2 3 4

APPENDIX I

REPORT CARD

"STRENGTHENING STATE LEADERSHIP IN CAREER EDUCATION"

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

1. Please check (✓) the agencies from which you have received career education information related to each of the following topics:

Topic	Level	Agency NIE	USOE	Business/ Industry	Chamber of Commerce	Other States	CCSSO	Nat. Advis Coun. for Career Ed.	Other	ERIC	CE NEIS	AIGA	AVA	AACJC
Evaluation	National	17	32	2	1	9	19	7	2	1	1			
	State	8	10			16	8	2	2	2	1			
	Local	2	10			8	5	1	2		1			
Management	National	10	27	5	7	9	15	4	1	2	1			
	State	5	14	6	3	20	8	3	2	1	1			
	Local	2	9	3	3	8	5	1	2		1			
Planning and Assessment of Need	National	12	24	7	10	7	14	7	1	2	1	1		
	State	4	15	4	2	22	9	3	2	1	1			
	Local	1	9	1		7	4	1	3		1			
Funding Strategies	National	7	22	3	2	8	18	7	2		1			
	State	4	9	1		8	10	3	2		1			
	Local	1	3	1		8	4	1	4		1			
Legislation	National	5	24	2	4	4	6	7	9	3	1	1	1	1
	State	1	7			11	10	2	3		1			
Other: Materials (Specify)		1	2	2		2			2					
General Career Education Activities				2	2	2	2							
Support of Career Education					1									

The Council of Chief State School Officers has developed a newsletter, EXCHANGE, for communicating information regarding career education to State Department personnel. The following questions relate to this newsletter. Do you receive EXCHANGE? 29 yes 5 no. If you have not received a copy, you do not need to complete the remainder of this questionaire.

2. How do you review EXCHANGE?

(Check (✓) as many as apply)

1 I have not had the opportunity to examine it
6 I scan it rapidly
6 I read selected portions
32 I read it thoroughly
____ Other ____________ (specify)

3. What is done with your copy of EXCHANGE?

(Check (✓) as many as apply)

19 It is retained for my personal use
23 It is circulated among staff members
5 It is forwarded to individuals outside our state department
9 It is placed in a reading area
6 Items are reproduced in state department publications
9 Copies are made for circulation
____ I don't recall
____ Other ____________ (specify)

4. Please rate the usefulness of the information you have received from EXCHANGE regarding each of the following career education topics by circling ○ the appropriate "grade." The grading scale to be utilized is as follows:

A = Outstanding
B = Excellent
C = Average
D = Below Average
F = Failure
NP = Not Presented in EXCHANGE

In the space to the right please make comments related to the information communicated.

Rank of Usefulness	Topic	$\bar{X}$	Grade	Comments
5	Evaluation	3.1	A B [✓ C] D F NP 6 23 3	At the levels of information needed - summary of findings in more specific
3 - 4	Management	3.6	A [✓ B] C D F NP 1 13 11 2	
3 - 4	Planning and Assessment of Need	3.6	A [✓ B] C D F NP 2 16 9 2 1	Have paid very little attention to needs assessment from my level
2	Funding Strategies	3.7	A [✓ B] C D F NP 4 15 9 2 1	
1	Legislation	4.0	[✓ A B] C D F NP 11 13 9 1 1	
	Other CCSSO (specify)		A B C D F NP 1 1	Initial issues have concentrated in general terms to this - good, should be expanded
	Activities of Other States		A B C D F NP 1	
	________		A B C D F NP	
	________		A B C D F NP	

5. Please rate EXCHANGE on each of the following items by circling ○ the appropriate "grade." Place comments regarding these items in the column on the right.

Rank of Item	Item	$\bar{X}$	Grade	Comments
4 -	Length	4.2	A [✓ B] C D F NP 14 21 3 1	About right in length More items needed
2 - 3	Clarity	4.3	[✓ A B] C D F NP 16 15 6	A bit illusive - could carry more specifics that could be communicated
1	Relevance	4.4	A [✓ B] C D F NP 18 18 3	
7	Format/Visual Appeal	3.5	A B [✓ C] D F NP 4 15 16 4	Not important - content important
5	Timeliness	4.1	A [✓ B] C D F NP 14 18 6 1	Keep them coming - as frequent as possible to keep time frame current
2 - 3	Usefulness	4.3	[✓ A] B C D F NP 18 15 7	Other sources contribute much - can't depend on this to be the one I rely on

$\bar{X}$ = Average Response

○ = Modal Response

5. (cont.)

Rank of Item	ITEM	$\bar{X}$	GRADE	COMMENTS
6	Overall Effectiveness	3.9	A [✓ B] C D F NP 5 20 11	
	Other ______ (specify)		A B C D F NP	
	______		A B C D F NP	
	______		A B C D F NP	

6. Have you submitted any information for inclusion in EXCHANGE? 9 Yes 26 No

7. What topics would you like to have addressed in future issues of EXCHANGE?
(See pages 4 and 5)

8. How could EXCHANGE be made more useful to you?
(See page 6)

9. How is EXCHANGE most helpful to you?
(See pages 7 and 8)

10. Other Comments:
(See page 9)

$\bar{X}$ = Average Response

○ = Modal Response

WHAT TOPICS WOULD YOU LIKE TO HAVE ADDRESSED IN FUTURE ISSUES OF *EXCHANGE*?

Examples of productive sound evaluation efforts. Information on successful activities projects management - more information of the nature of identifying other agency, professional groups, meetings, etc. regarding career education activities.

Management and planning

Incorporation of guidance personnel "How to".

Continue on funding information - legislation (federal) - state programs and processes

Planning and development

Needs to focus in on problem areas where implementation is difficult. Infusion strategies that work - elementary *and* high schools. Collaboration strategies that work. Problem of overload of commercial materials - evaluation techniques.

More on evaluation

Students assessment. Management skills. Curriculum dissemination resources including bilingual. Career education for handicapped. Planning and instructional content.

Evaluation (relating to academic achievement).

State plans - funding (keeping up to date).

Anything concerning development of state plans.

Management of career education at state level including relative position in SEA to enable working across and with all bureaus.

Exchange of ideas and successful activities.

This sounds as if an in depth article is desired--and I disagree with that thought.

An idea exchange. Practitioners of good career education.

Results of demonstrative projects in terms of dissemination especially at high school level. Community reaction to career education activities. Evaluation (assessment) of attitudinal change.

Other legislative information as it relates to education in general and career education in specific.

Since I have not been in this present position in the past I believe past issues and materials should be sent to a new director.

Legislation. Reports of outstanding practices.

Status of federal legislation. Specific state projects/contact persons. New professional materials available. New instructional materials that are available.

Pertinent Washington news of career education.

Measurement and evaluation.

Try and get something from each region. Ask each state once or twice a year to submit.

More on communication between states.

More on management and evaluation.

HOW COULD EXCHANGE BE MADE MORE USEFUL TO YOU?

Relay pertinent information from USOE, NIE and the National Advisory Council.

More depth

By putting me on the mailing list (L. B. Kodet, Minnesota State Department of Education).

Circulation

HOW IS EXCHANGE MOST HELPFUL TO YOU?

Keep me abreast of current happenings at the federal level. This, in turn, assists me in planning strategies at the local level.

Keeping abreast of developments in other states.

Method of sharing information among states and to let state know what is going on at the national level.

Keeps us posted on the activities of other career education leaders/ states.

As information.

Keeping abreast of current events.

Updating on career education activities.

Heads me in the right direction for information!

Concise and timely information that I would not otherwise have.

Timeliness

It is a communications link and keeps one current on new developments nationwide.

Up to date information on happenings in D. C.

Presenting "state of the art" succinctly.

It gives me a "vehicle" for learning about what is happening in career education nationally.

As a means of communication.

Means of staying in contact with some of the monies.

Pertinent news of Washington scene. Other state activities.

Current up to date information from federal level.

Sharing of other state's activities.

It contains the most up to date news.

Learning about career education in other states.

By keeping me better informed regarding developments at the national level.

Informative

Up to date information

Clarify policy - provide direction

Information or potential salient information source.

OTHER COMMENTS

Must keep a pulse more concisely, more current in quickly obtainable form.

It's too soon for an in-depth evaluation.

You have a good start. Keep up the good work.

With so few issues published to date, it is difficult to evaluate the EXCHANGE.

I am not able to comment fully as I am not well related to EXCHANGE.

Care must be taken to not continually duplicate what other newsletters are doing. I know this is difficult and cannot be avoided completely, however, the information is not useful if it merely repeats something else.

Many thanks for the effort represented by publication of EXCHANGE.

Often reports the same information as that of other publications. How do you obtain copies or subscribe for local program directors to receive copies?

I wish I had more time to really think this critique out more carefully. However, it is difficult to fully evaluate a newsletter that has had only three issues. I like the information. It gives us some personal identity with the leadership in Washington and our other friends in the field.

APPENDIX J

Chief State School Officers

REPORT CARD

"STRENGTHENING STATE LEADERSHIP IN CAREER EDUCATION"

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

1. Please check (✓) the agencies from which you have received career education information related to each of the following topics:

Topic	Level	Agency NIE	USOE	Business/ Industry	Chamber of Commerce	Other States	CCSSO	Nat. Advis. Coun. for Career Ed.	Other			
Evaluation	National	4	5			1	2	3				
	State	1	2	1		4	2	2				
	Local	1	3			1						
Management	National	2	4			1	3	2				
	State	1	2	3		3	4	2				
	Local			1			1	2				
Planning and Assessment of Need	National	5	7	2			3					
	State	2	3	3		2	3	1				
	Local		2	3		1	1					
Funding Strategies	National	1	5				3					
	State		3	1		2	3	1				
	Local		2	1			2					
Legislation	National	1	7			3	4	2				
	State						1					
Other: (Specify)	Publication				1	1	1	1				
	Information			1	1		1					
	ECS								1			

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2. How do you review EXCHANGE?

(Check (✓) as many as apply)

6 I have not had the opportunity to examine it
7 I scan it rapidly
1 I read selected portions
___ I read it thoroughly
___ Other ____________________ (specify)

3. What is done with your copy of EXCHANGE?

(Check (✓) as many as apply)

___ It is retained for my personal use
9 It is circulated among staff members
1 It is forwarded to individuals outside our state department
1 It is placed in a reading area
3 Items are reproduced in state department publications
___ Copies are made for circulation
2 I don't recall
___ Other ____________________ (specify)

4. Please rate the usefulness of the information you have received from EXCHANGE regarding each of the following career education topics by circling ◯ the appropriate "grade." The grading scale to be utilized is as follows:

A = Outstanding	C = Average	F = Failure
B = Excellent	D = Below Average	NP = Not Presented in EXCHANGE

In the space to the right please make comments related to the information communicated.

Rank of Usefulness	Topic	$\overline{X}$	Grade	Comments
3	Evaluation	3.7	A [✓ B] C D F NP 4 2 1	
4	Management	3.6	A [✓ B] C D F NP 4 3	
5	Planning and Assessment of Need	3.5	A [✓ B] C D F NP 5 2 1	
2	Funding Strategies	4.0	[✓ A] B [✓ C] D F NP 2 1 2	
1	Legislation	4.3	[✓ A] [✓ B] C D F NP 3 3 1	
	Other ________ (specify)		A B C D F NP	
	________		A B C D F NP	
	________		A B C D F NP	
	________		A B C D F NP	

5. Please rate EXCHANGE on each of the following items by circling ◯ the appropriate "grade." Place comments regarding these items in the column on the right.

Rank of Item	ITEM	$\overline{X}$	GRADE	COMMENTS
2	Length	4.1	[✓ A] [✓ B] C D F NP 3 3 2	
3 -4- 5	Clarity	3.7	A [✓ B] C D F NP 1 4 3	
1	Relevance	4.4	[✓ A] B C D F NP 4 3 1	
7	Format/Visual Appeal	3.4	A [✓ B] C D F NP 4 3 1	
3 -4- 5	Timeliness	3.7	A [✓ B] [✓ C] D F NP 1 3 3	
3 -4- 5	Usefulness	3.7	A [✓ B] C D F NP 1 4 3	

5. (cont.)

Rank of Item	ITEM	$\bar{X}$	GRADE	COMMENTS
6	Overall Effectiveness	3.6	A B C D F NP 5 3	
	Other ________ (specify)		A B C D F NP	
	________		A B C D F NP	
	________		A B C D F NP	

6. Have you submitted any information for inclusion in EXCHANGE? ____Yes 8 No

7. What topics would you like to have addressed in future issues of EXCHANGE?

Evaluation
Implementation strategies
Curriculum inclusion development

8. How could EXCHANGE be made more useful to you?

What are other states doing?
What legislations and funding mechanisms do states have for career education
How do states relate occupational/vocational education programs to career education programs?
Show examples of success in other states

9. How is EXCHANGE most helpful to you?

Stimulation for SEA Staff
Capsulized information

10. Other Comments:

Please address copies of all career education materials to the following, in addition to me:

Dr. Janice Weinman, Director of Planning
Massachusetts Department of Education
182 Tremont Street
Boston, MA 02111

and

Dr. Patrick J. Weagraff
Associate Commissioner for Occupational Education
(same address)

APPENDIX K

REPORT CARD

"STRENGTHENING STATE LEADERSHIP IN CAREER EDUCATION"
COUNCIL OF CHIEF STATE SCHOOL OFFICERS
CONFERENCE FOR STATE DIRECTORS/COORDINATORS OF CAREER EDUCATION

November 12-14, 1975
St. Petersburg, Florida

I. Background Information

1. Please check (✓) your present position
   - ____State Director/Coordinator of Career Education
   - ____Assistant State Director/Coordinator of Career Education
   - ____Other ______________________ (specify)

2. How long have you been working in the area of career education? ____years (Round to the nearest whole year)

3. How long have you been in your present position? ____years (Round to the nearest whole year)

II. Quality of the Seminar

Rate the overall quality of the various components of this conference as compared to other professional conferences of comparable length you have attended by circling the appropriate "grade" for each of the following components. Additional comments are needed in the column on the right.

Rank of Components		CONFERENCE COMPONENTS	X̄	QUALITY RATING: Outstanding	Above Average	Average	Below Average	Failing	COMMENTS
13	1.	Pre-Conference Information	3.3	A 4	B 9	[✓ C] 15	D 8	F	(See pages 5 and 6) ↓
3	2.	Registration Procedure	4.3	[✓ A] 16	B 13	C 7	D	F	
1	3.	Meeting Facilities	4.7	[✓ A] 27	B 7	C 2	D	F	
2	4.	Personal Accommodations	4.5	[✓ A] 21	B 13	C 2	D	F	
11	5.	Meals and Banquets	3.9	A 11	[✓ B] 17	C 3	D 4	F	
4 - 5	6.	Choice of Conference Topics	4.2	A 11	[✓ B] 19	C 4	D	F	
4 - 5	7.	Major Presentations	4.2	A 12	[✓ B] 17	C 6	D	F	
10	8.	Large Group Sessions	4.0	A 9	[✓ B] [illegible]	C 8	D	F	
6 - 9	9.	Small Group Sessions	4.1	A 12	[✓ B] 15	C 8	D	F	
6 - 9	10.	Exchange of Informational Ideas with other Conference Participants	4.1	A 14	[✓ B] 15	C 6	D 1	F	
6 - 9	11.	Organization of the Conference	4.1	A 13	[✓ B] 14	C 9	D	F	
6 - 9	12.	Conference as a Whole	4.1	A 12	[✓ B] 17	C 7	D	F	
12	13.	Evaluation Activities	3.6	A 6	[✓ B] 15	C 13	D	F	

III. Small Group Sessions

Please respond to the following small group sessions by circling the "grade" which best reflects your opinion concerning: (1) the effectiveness of the session in stimulating your thoughts; and (2) the potential usefulness of the information presented in your work setting. Circle the number of those sessions you did not attend.

Rank of Effectiveness	$\bar{X}$	How Effective? A	B	C	D	F	Small Group Sessions	How Useful? A	B	C	D	F	$\bar{X}$	Rank of Usefulness
4	3.7	3	[✓ 17]	11			1. Assessment and Determination of Need	8	[✓ 12]	10		1	3.8	4
6 - 7	3.5	4	11	[✓ 12]	2	1	2. Evaluation of Effectiveness	8	9	[✓ 10]	3	2	3.6	5 - 6
8	3.2	3	7	[✓ 14]	2	1	3. Management Plans	4	[✓ 10]	9	3	2	3.4	8
6 - 7	3.5	3	[✓ 13]	9	2	1	4. Funding	5	[✓ 11]	6	4	1	3.5	7
2 - 3	3.9	[✓ 5]	3	2	2		5. Manpower Resources	[✓ 4]	2	3	1		3.9	2 - 3
1	4.1	[✓ 7]	6	2		1	6. Experience Based Career Education	[✓ 8]	5	1			4.3	1
5	3.6	[✓ 3]	1	[✓ 3]		1	7. Military Liaison Project	[✓ 3]	1	[✓ 3]			3.6	5 - 6
2 - 3	3.9	[✓ 7]	6	3	1	1	8. Role of teacher Training Institutes	6	[✓ 7]	5		1	3.9	2 - 3

Comments and Suggestions:
(See page 7)

IV. Major Presentations

Please respond to the following major presentations by circling the "grade" which best reflects your opinion concerning: (1) the effectiveness of the presentation in stimulating your thought; and (2) the potential usefulness of the information presented in your work setting.

Rank of Effectiveness	$\bar{X}$	How Effective? A	B	C	D	F	Major Presentations	How Useful? A	B	C	D	F	$\bar{X}$	Rank of Usefulness
2	4.4	[✓ 13]	11	4			Sid Marland	14	[✓ 15]	2	1		4.3	2
4	3.8	[✓ 11]	10	10	4		Ken Komoski	[✓ 16]	10	7	1		4.2	3
3	4.0	12	[✓ 13]	9	1		Ken Hoyt	11	[✓ 14]	7	2		4.0	4
1	4.5	[✓ 12]	7	1			Sid High	[✓ 14]	7				4.7	1

Comments and Suggestions:
(See page 8)

V. Conference Objectives

Rate the degree to which the conference facilitated your ability in each of the following areas as it relates to career education.

Area	Not at all	To a limited extent	To a moderate extent	To a great extent	$\overline{X}$	Rank of Usefulness
1. Planning	1 1	2 6	③ 20	4 9	3.0	3 - 4
2. Organization	1 3	2 6	③ 20	4 6	2.8	5
3. Coordination	1	2 4	③ 22	4 10	3.2	1 - 2
4. Funding	1 1	2 8	③ 17	4 10	3.0	3 - 4
5. Information Dissemination	1 1	2 3	③ 21	4 11	3.2	1 - 2

Comments and Suggestions:

VI. General Information

1. In general do you feel the conference met the expectations you had before you came?

27 Yes 5 No 3 Not Sure

Comments: (See page 9)

2. Do you feel that the conference was worth your time and effort?

32 Yes 1 No 3 Not Sure

Comments: (See page 9)

3. Do you feel that conferences of this type for state directors/ coordinators of career education should be continued?

35 Yes ____ No 1 Not Sure

Comments: (See page 10)

4. Would you attend a conference of this type next year?

36 Yes ____ No ____ Not Sure

Comments: (See page 11)

5. Do you feel that a conference of this type is an effective way to deal with your professional development needs?

32 Yes ____ No 3 Not Sure

Comments: (See page 11)

VII.

1. How was this conference **most helpful** to you?

   (See pages 12 and 13)

2. What aspects of this conference were **least helpful** to you?

   (See page 14)

3. How could the CCSSO make conferences of this type more helpful to State Directors/Coordinators of Career Education?

   (See pages 15 and 16)

4. What topics should be addressed in future conferences of this type?

   (See pages 17 and 18)

5. Other Comments:

   (See page 19)

QUALITY OF THE SEMINAR

Pre-conference Information

Would have found it helpful to have had the actual program in advance.

Should have agenda in advance so we can plan arrival and departure times.

Minimum details

Registration Procedure

Like the personalized folders.

Meeting Facilities

Move airport closer.

Choice of Conference Topics

Who and why EPIE? It was a long day and a boring presentation!

Very timely for coordinator. Hope we pursue the topics further.

Major Presentations

Varied considerably

Large Group Sessions

Loose

Small Group Sessions

Somewhat unfocused and interrupted.

Might have had a little more pre-organization.

Exchange of Informational Ideas with Other Conference Participants

No question about this being one of the most outstanding qualities of all three CCSSO career education conferences.

Need more time to interact with USOE on state plans, etc.

More time for this activity.

Not nearly enough free time during the day to do this.

Needed more free time for this.

Organization of the Conference

I could have used Tuesday and Wednesday better if I knew in advance that the visitation called off and that no start until 4:00 pm.

CCSSO always does an excellent job of organization.

Conference as a Whole

Believe it did accomplish overall objective.

Some specific problems were not tackled.

SMALL GROUP SESSIONS

Need time for feedback of groups on Thursday afternoon.

Good ideas were shared! Resources were excellent!

Excellent opportunity for interaction.

Need more time (free time) to explore in depth and share ideas following presentations on an individual basis.

Need detailed information on teacher training (evaluation must reflect academic achievement as it relates to career education as a result of the growing back to basics movement across the country).

The group sessions could have been more "on task"--but the "exchange" was great--as always--the person to person contacts provide the best possible information.

Time was not denoted in the settings that was exposed to items 7-8.

In the small group meetings the time provided was used productively on topics discussed but we really had little opportunity to deal in depth the areas of evaluation, management plans, implementation strategies, nor developing state plans.

MAJOR PRESENTATIONS

Sid's presentation should have been early in the conference. It provides the stimulus and the "gutty" reason and focus of activity during the next few weeks.

Effectiveness somewhat reduced by lack of focus - informative, but not always specifically useful.

GENERAL INFORMATION

1. In general, do you feel the conference met the expectations you had before you came?

No. Probably expected too much at this point.

Yes. Good exchange--gave a feel of the status of maturity of the several areas--was hopeful for greater depth of discussion in several areas. Evaluation - State plan dev. - management study.

Yes. Much better than the Denver conference.

Yes. One of the best.

Yes. Wish we had more time to learn what other states are doing. Mostly reports was centered around state reporting, which was very good.

No. Feel more was needed on "State Plans" but this evaluation was before Sid High - so really not fair.

No. Expected more on developing a state plan.

Not Sure. My particular small group spent ½ the time going over the competencies questionnaire and did not address evaluation, funding, and management.

No. Thought I'd learn more about specific things being done in career education around the country.

2. Do you feel that the conference was worth your time and effort?

Yes. Highly beneficial and am deeply indebted to those who "put it" together.

Yes. It should have been longer.

Yes. Most helpful.

Yes. I would like to see more conferences pursuing competencies proposed.

3. Do you feel that conferences of this type for state directors/coordinators of career education should be continued?

Yes. This definitely adds unity and coordination to the national effort for career education.

Yes. Financial assistance has been identified as a major constraint. Future efforts should provide assistance in this regard.

Yes. Highly essential if we are to move the career education concept to serving more kids at all levels.

Not Sure. Instead of simply discussing things with speeches by the "big shots"--more state directors should discuss things that are and are not working.

Yes. It is essential that expenses be paid by the conference. It is getting next to impossible to attend conferences on regular travel budget.

Yes. Did receive some benefits--maybe expected too much. Really felt more "neat" in Denver conference.

Yes. Travel funds need to be provided.

Yes. I feel they are needed but I feel more time is needed to add more depth to the discussion.

Yes. This is extremely important!

Yes. Better chance of attending if funds were provided for travel and per diem.

Yes. Would have better chance of attending if funds were provided.

Yes, but need travel funds to attend.

Yes. This is the only time we get together and share ideas.

Yes, but include some local directors from large districts.

4. Would you attend a conference of this type next year?

Yes. If we can secure funding.

Yes. If travel is provided.

Yes. Always can learn something.

Yes. If SEA travel policy does not freeze me out.

Yes. Especially as we continue to pursue of specific areas designed to assist coordinator gain handle on how they can implement back home.

5. Do you feel that a conference of this type is an effective way to deal with your professional development needs?

Yes. The ease with which this group works is invaluable for giving us the voice, know how and resources linkages essential to the success of career education.

Yes. Exchange is very valuable.

Yes. But I think we're going to need some additional types of inservice strategies in future conferences.

Yes. We are doing and have in effect all of the aspects considered on the agenda. But it is refreshing to learn how someone else is approaching the same problem.

Yes. Gain much from just talking with others involved in career education other than formal meetings.

Yes. Conferences of this type are definitely an asset to state leaders.

Yes. With appropriate attention to needs of participants and key resource people.

Yes. With reservations.

HOW WAS THIS CONFERENCE MOST HELPFUL TO YOU?

Federal level information and directions.

Contacts with leaders and those on firing line.

Identifying competencies for state leaders. Bringing into focus the fact that other states are having similar problems.

Exchange of ideas

Learning about funding and other systems or efforts being developed for assessment purposes.

In needs assessment and teacher training - contacts made, ideas heard, knowledge of available materials.

Information disseminated was current, not otherwise available to me. Interaction with federal and state. Personnel is available.

Gave sense of level of instruction to concept where various states are new.

Gave ideas - opportunity to pursue more in depth with the individuals.

Broadened by knowledge of career education efforts. Grew to appreciate problems of evaluation and the many restrictions and time consuming requirements.

Meeting and talking with people from other states about career education and products related to.

Learning more about project care. Learning more about project evaluation and having the input for guidelines.

Enabling communication with other state coordinators.

Provides the opportunity to meet with national leaders in CE area (Tiedeman, Hampson, Brame, Hoyt, etc.)

Planning - information - organization

Got needed information. Shared with others. Learned many of us have the same problems.

Good shot in the air to be able to interact with other states. Pertinent topics of information. Sharing of ideas and strategies.

Information on EBCE and state plan funding

Exchange of good ideas. Information presented by many speakers useful in home state implementation.

Meeting with individuals with common goods.

Exchange and interchange of ideas.

Personal contacts

Information exchange - new linkages established.

Funding information - session on teacher preservice and inservice - session on assessment.

Met my true reference group.

Opportunities to exchange ideas with others whose concerns are the same.

Contacts and discussion with other coordinators.

Gained ideas regarding funding strategy.

WHAT ASPECTS OF THIS CONFERENCE WERE LEAST HELPFUL TO YOU?

Hoyt's remarks.

Small group and Ken Hoyt.

Weather - ocean

The EPIE session

Location - need more lead time for trip planning.

Inability to get to more small groups of interest to me.

EPIE Presentation

The work sessions.

Hoyt's presentation

Ken Komoski session

The EPIE presentation

Evaluation career education - I have nothing to take back - ideas, procedures, systems, resources persons.

Small group sessions might have been more effective with additions.

Group time spent completing competencies questionnaire. The questionnaire is necessary and good, but should have been done on own time instead of taking group time.

The materials display.

The NIE presentation.

Interrupted, brief small sessions - not clear regarding assignment.

Too much show and tell and not enough work on the way to solve the broad problems.

HOW COULD THE CCSSO MAKE CONFERENCES OF THIS TYPE MORE HELPFUL TO STATE DIRECTORS/COORDINATORS OF CAREER EDUCATION?

Have a few representatives from institutions of higher education to identify commitments they will make to this effort and how they will do it.

Focus in on specifics and report back from small groups.

Further refinement of competencies and development of competencies for local career education coordinators/directors. Inservice for teacher training. State plan development.

Assist in getting across the point that many aspects of the state school system needs to be involved in their area of expertise and that career education doesn't happen as a result of one office.

Discussion leaders direct conversation to the topic unless it is agreed by all to deviate.

Assure more in-depth pursuit of key issues. Identify key resources personnel and have personnel instrumentation and procedures available for review, etc.

Provide information to the Chief State School Officer of each state. Not all state coordinators have direct contact with their chief. Maybe a presentation at those national meetings.

Combine meeting of career education coordinators and CCSSO council so there could be one day overlap facilitating communication between both groups.

Already optional

Group sessions should be more informative; e.g., the one we had on planning, evaluation, etc. was so unstructured that I didn't know what was the use of it.

Continue communication and dialogue. Continue requesting input from state coordinators on agenda.

Provide more time to attend more small groups.

Individualized packages that the military already have.

Small group sessions with coordinators being similar concerns.

More time in groups on pertinent topics.

Better pre meeting information

Regionalize first, then run with one national session per year.

Communication

Continue on same basis.

Have mini in-service training sessions on various aspects of implementing and evaluating career education programs.

Provide funding

More time to discuss activities that are happening in our states and problems to be solved.

More of the commissioners present - involve legislators from the area, etc.

Somehow record as minutes the sessions as they unfold, type and duplicate them at a later date for all of us. Too many jewels of thought are lost simply by noting highlights.

Assist in getting across the point that many aspects of the state school system needs to be involved in their area of expertise and that career education doesn't happen as a result of one office.

WHAT TOPICS SHOULD BE ADDRESSED IN FUTURE CONFERENCES OF THIS TYPE?

Some states may benefit by working together. Those that have things in common.

More emphasis on district organization of career education models that are successful.

Funding sources other than federal.

Curriculum infusion techniques.

State plan - pre-service ideas

State of art report and discussion. This should be sent out prior to conference. Assessment and future of career education.

(Stronger) Interstate communications network regional conference.

Have coordinator list concerns on problem and then have them share with others.

The development of state plans.

Evaluation - product

Possible establishment of state career education offices and staffing of same organizing state mini-conferences.

Staff development at SEA level. Funding. Evaluation. Business/industry/labor involvement. Communications

More on management plans. Evaluation of career education programs.

Report on career education projects under development and what products from those projects will be.

More on legislation.

State plans - teacher training - funding

Involve career education advisory council representative. Identify and present success efforts in planning evaluation. Plan for team type representation from state - top administrators, advisory council, career education coordinators.

Evaluation

Business/labor/industry/professional coordination. Inservice for teacher educators. Needs assessment. Advisory councils. State plan development.

Moving toward quality - what processes really are working? What products really are effective. Someone must become concerned with quality rather than just cataloging quantities of activities.

Federal guidelines, funding projections

Funding sources - implementation strategies - orienting the decision makers. .

Specifics of what works and what doesn't.

OTHER COMMENTS

Brr!

Many of us have increasing difficulty in obtaining funds for this type of conference. Some provision should be made to pay at least part your expenses. This kind of partial reimbursement would increase the number of states participating.

Night sessions should be earlier or later so dinner is not so rushed.

Fantastic conference - need more free time!!!

Due to time limitations, I was not able to attend to the group on career education and teacher training.

Recommendation: Conference should be scheduled for three full days or one evening, two days and one morning as we seem to always have more than enough items on the agenda, never enough time and much too tight of a schedule!

Thank you!

This one did not meet my expectation, others have been excellent. We should continue with better pre-planning as my major suggestion.

A beautiful experience.

I commend you for having an outstanding conference.

Best conference of the three.

Good conference.

APPENDIX L

REPORT CARD

"STRENGTHENING STATE LEADERSHIP IN CAREER EDUCATION"

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

1. Please check (✓) the agencies from which you have received career education information related to each of the following topics:

Topic	Level	Agency										
		NIE	USOE	Business/ Industry	Chamber of Commerce	Other States	CCSSO	Nat. Advis. Coun. for Career Ed.	Other			
Evaluation	National	14	21	3	3	10	21	4	2			
	State	3	5	1		7	8					
	Local	2	1	4	2	2						
Management	National	6	10	1	1	6	12	2				
	State	1	3	2	2	8	3	1				
	Local	1		1	1	3	2		1			
Planning and Assessment of Need	National	7	13	1	1	7	13	2	1			
	State	2	3	1		3	7					
	Local			1		3	4					
Funding Strategies	National	4	13		1	2	11	4	1			
	State	2	2	3	3	5	5	1	3			
	Local			2	2	2	3	1	2			
Legislation	National	4	16	2	2	2	18	5	1			
	State	2	4	2		5	7					
Other: (Specify)												

The Council of Chief State School Officers has developed a newsletter, EXCHANGE, for communicating information regarding career education to State Department personnel. The following questions relate to this newsletter. Do you receive EXCHANGE? 21 yes 2 no . If you have not received a copy, you do not need to complete the remainder of this questionaire.

2. How do you review EXCHANGE?

(Check (✓) as many as apply)

1 I have not had the opportunity to examine it
2 I scan it rapidly
4 I read selected portions
22 I read it thoroughly
____ Other ________________ (specify)

3. What is done with your copy of EXCHANGE?

(Check (✓) as many as apply)

9 It is retained for my personal use
15 It is circulated among staff members
5 It is forwarded to individuals outside our state department
4 It is placed in a reading area
7 Items are reproduced in state department publications
10 Copies are made for circulation
____ I don't recall
5 Other ________________ (specify)

4. Please rate the usefulness of the information you have received from EXCHANGE regarding each of the following career education topics by circling ○ the appropriate "grade." The grading scale to be utilized is as follows:

A = Outstanding
B = Excellent
C = Average
D = Below Average
F = Failure
NP = Not Presented in EXCHANGE

In the space to the right please make comments related to the information communicated.

Rank	$\bar{X}$	Topic	Grade	Comments
4-5	3.5	Evaluation	A [✓ B] C D F NP 1 12 10 1	
6	3.0	Management	A [✓ B] C D F NP 5 10 6	
4-5	3.5	Planning and Assessment of Need	A [✓ B] C D F NP 14 9 1	
3	4.1	Funding Strategies	A [✓ B] C D F NP 8 10 3 1	
2	4.3	Legislation	A [✓ B] C D F NP 1 2	
1	5.0	Other ______ (specify)	[✓ A] B C D F NP 2	
		______	A B C D F NP	
		______	A B C D F NP	
		______	A B C D F NP	

5. Please rate EXCHANGE on each of the following items by circling the appropriate "grade." Place comments regarding these items in the column on the right.

Rank	$\bar{X}$	ITEM	GRADE	COMMENTS
5	4.4	Length	[✓ A] B C D F NP 15 7 2 1	
1-2-3	4.6	Clarity	[✓ A] B C D F NP 14 11	
1-2-3	4.6	Relevance	[✓ A] B C D F NP 15 9	
7-8	4.0	Format/Visual Appeal	A [✓ B] C D F NP 7 11 6	
4	4.5	Timeliness	[✓ A] B C D F NP 13 9 1	
1-2-3	4.6	Usefulness	[✓ A] B C D F NP 16 7 1	

5. (cont.)

Rank	$\bar{X}$	ITEM	GRADE	COMMENTS
6	4.3	Overall Effectiveness	[✓ A B] C D F NP 10 10 2	
7-8	4.0	Other ______ (specify)	A B C D F NP 1	
		______	A B C D F NP	
		______	A B C D F NP	

6. Have you submitted any information for inclusion in EXCHANGE? 4 Yes 16 No

7. What topics would you like to have addressed in future issues of EXCHANGE?

8. How could EXCHANGE be made more useful to you?

9. How is EXCHANGE most helpful to you?

10. Throughout the year, CCSSO has also issued a number of memoranda to the State Director/Coordinator of Career Education. Six sets of contrasting adjectives that could be used to describe these memoranda are listed below. Seven blanks separate each set of adjectives. For each set, place a check (✓) on the blank that most closely represents your feelings toward these memoranda.

$\bar{X}$									
1.8	(1) Meaningful	7 (1)	8 (2)	1 (3)	(4)	(5)	1 (6)	(7)	Meaningless
6.2	(2) Not Helpful	1 (1)	(2)	(3)	(4)	(5)	10 (6)	11 (7)	Helpful
5.8	(3) Unpleasant	1 (1)	(2)	(3)	3 (4)	4 (5)	4 (6)	10 (7)	Pleasant
1.6	(4) Interesting	11 (1)	10 (2)	2 (3)	(4)	(5)	(6)	(7)	Boring
6.1	(5) Worthless	1 (1)	(2)	(3)	(4)	3 (5)	10 (6)	9 (7)	Valuable
1.4	(6) Important	14 (1)	7 (2)	2 (3)	(4)	(5)	(6)	(7)	Unimportant

11. Other Comments: (Please use the back if necessary)

What topics would you like to have addressed in future issues of EXCHANGE?

Dave has covered all areas I could think of

More legislative information

Status reports on Houston conference from each state.

Evaluation, curriculum

Information on Commissioner's Conference

Continue as effective as has been!

State planning approaches/State Advisory Council activities

One major topic, e.g., evaluation, issues.

State plan progress reports and results of FY 1976 Re: 406 Projects

How could EXCHANGE be made more useful to you?

Continue update on legislation

To have comments from state Directors on their on-going program

More frequent issues

Send (4) copies - To be distributed to Unit Director, Director of Regional Field Coordinator, Fed Liaison Officer and Chief
can duplicate

Keep it coming

Copies to send to local program director

More specific information on projects dealing with assessments, evaluation, etc.

How is EXCHANGE most helpful to you?

National scope

Keeps me current

Providing information in a brief and concise form. It's readable!

Informative

Updat on legislation and the Washington scene

Current information

Best career education dissemination/communication vechicle available! EXCHANGE is vital!

Keeps me abreast of current happenings and issues in Career Education.

Up-to-date information on variety of subjects.

Keeps me informed of current activities related to career education nationally and in various states. This document really fulfills its communication function.

Up-to-date information.

Information on legislation and information on national conference for state coordinators.

In promotion of career education Amend LEA's

Sharing and updating of ideas in the span between these meetings.

APPENDIX M

REPORT CARD

"STRENGTHENING STATE LEADERSHIP IN CAREER EDUCATION"
COUNCIL OF CHIEF STATE SCHOOL OFFICERS
CONFERENCE FOR STATE DIRECTORS COORDINATORS OF CAREER EDUCATION

May 2-4, 1976
Phoenix, Arizona

I. Background Information

1. Please check (✓) your present position.

21 State Director/Coordinator of Career Education
7 Assistant State Director/Coordinator of Career Education
4 Other (specify) ______________________________

2. How long have you been working in the area of career education?

_______ years (Round to the nearest whole year)

3. How long have you been in your present position?

_______ years (Round to the nearest whole year)

II. Quality of the Seminar

Rate the overall quality of the various components of this conference as compared to other professional conferences of comparable length you have attended by circling ○ the appropriate "grade" for each of the following components. Additional comments are needed in the column on the right.

Rank of Components	$\bar{x}$	CONFERENCE COMPONENTS	QUALITY RATING Outstanding	 Above Average	 Average	 Below Average	 Failing	COMMENTS
4-5-6	4.2	1. Pre-conference information	15 [✓ A]	12 B	6 C	1 D	F	
2-3	4.3	2. Registration Procedure	13 A	16 [✓ B]	4 C	D	F	
4-5-6	4.2	3. Meeting Facilities	13 A	16 [✓ B]	5 C	D	F	
9	3.9	4. Personal Accommodations	7 A	16 [✓ B]	11 C	D	F	
11	3.3	5. Meals and Banquets	2 A	12 B	15 [✓ C]	3 D	2 F	
2-3	4.3	6. Choice of Conference Topics	18 [✓ A]	9 B	7 C	D	F	
4-5-6	4.2	7. General Sessions	12 A	15 [✓ B]	4 C	D	F	
10	3.8	8. Separate Interest Sessions	4 A	13 [✓ B]	9 C	2 D	1 F	
1	4.5	9. Exchange of Informational Ideas with Other Conference Participants	20 [✓ A]	10 B	3 C	D	F	
7-8	4.1	10. Organization of the Conference	9 A	18 [✓ B]	5 C	1 D	F	
7-8	4.1	11. Conference as a Whole	9 A	15 [✓ B]	5 C	D	F	

$\bar{x}$ = Mean
O = Modal Response

III. General Sessions

Please respond to the following general sessions by circling ○ the "grade" which best reflects your opinion concerning: (1) the effectiveness of the presentation in stimulating your thoughts; and (2) the potential usefulness of the information presented in your work setting.

Rank	$\bar{x}$	How Effective?	General Session	How Useful?	$\bar{x}$	Rank
5	3.5	2 13 8 3 A [✓ B] C D F	National Bicentennial Conference Plans	3 11 9 3 A [✓ B] C D F	3.6	5
		A B C D F	AIR Survey Report	A B C D F		
4	4.1	4 12 7 A [✓ B] C D F	JELDOR (Joint Education Liaison Directors of Recruiting) Report	9 10 10 2 A [✓ B C] D F	3.4	4
1	4.6	18 4 1 2 [✓ A] B C D F	Sex Stereotyping Film	18 3 3 1 1 [✓ A] B C D F	4.4	2
3	4.2	12 8 5 [✓ A] B C D F	Career Education/Businessman Film	14 8 6 [✓ A] B C D F	4.3	3
2	4.3	12 12 2 1 [✓ A] B C D F	Critique of State Plan Proposals	19 12 1 [✓ A] B C D F	4.6	1

Comments and Suggestions:

IV. General Information

1. In general, do you feel the conference met the expectations you had before you came?

27 Yes 5 No 1 Not Sure

Comments: ____________________

2. Do you feel that the conference was worth your time and effort?

31 Yes 0 No 3 Not Sure

Comments: ____________________

3. Do you feel that conferences of this type for state directors/coordinators of career education should be continued?

33 Yes 0 No 1 Not Sure

Comments: ____________________

4. Would you attend a conference of this type next year?

27 Yes 1 No 5 Not Sure

Comments: ____________________

5. Do you feel that a conference of this type is an effective way to deal with your professional development needs?

33 Yes 0 No 1 Not Sure

Comments: ____________________

6. How was this conference most helpful to you?

7. What aspects of this conference were least helpful to you?

8. How could the CCSSO make conferences of this type more helpful to State Directors/ Coordinators of Career Education?

9. What topics should be addressed in future conferences of this type?

10. Other Comments:

1. In general, do you feel the conferences met the expectations you had before you came?

I would have liked more specifics related to assessment.

Not enough information in interest sessions.

Separate interest sessions needed to be longer and more of them - we needed a chance for participation in more than one topic.

Special group sessions were limited - poorly managed and not enough time! No flexibility to have opportunity to address several needs: Example: Evaluation and Needs Assessment.

Need more time, should duplicate sessions

I would have liked to had the opportunity to attend more than one small group session.

Not appropriate for me to judge as I had little prior perception of goals of this specific meeting.

Disappointed in the information provided on Needs Assessment

Better than expected

I have a couple of good ideas for change

More information on particular states and particular segments and components of C. E.

1. Do you feel that the conference was worth your time and effort?

Yes, but only because I had never met with this group before

I have a couple of good ideas for change

Plans for negotiating budget of state plan - writing next state plan

Exchange with other coordinators, (briefly because of time restrictions) AT & T presentations, information from Dave, Sid, Ken, and panels!

General sessions very good.

The mix of ideas with people was valuable! The panel on state plans helped; films were great.

3. Do you feel that conferences of this type for state directors/coordinators of career education should be continued?

They have been very helpful. It is a means for maintaining working relations with state coordinators.

Definitely.

Longer periods of time and more intensive staff development/leadership training components.

Essential

Need to hear about the experience of our collegues.

With appropriate planning

Excellent idea

Definitely needed.

Two days is not enough time to cover the topics adequately.

With moderation, more of a workshop

Most essential - we are just beginning to function - suggest addition time for workshop topic development and completion

Need better planning and organization

4. Would you attend a conference of this type next year?

Need at least one evening free - one of the incentives for conference attendance is to see local color. All I know about Phoenix is the Ramada Inn. No opportunity for site visitation.

Money could be a problem

Yes, but fewer meetings - or pay travel expenses - also not late May or at end of fiscal year - more refusal of travel.

Maybe one - not two.

It should be a minimum of three days and at least one evening free.

If travel funds are available

Dependent upon planning

Provided some financial support for travel is provided

Change in position.

With some revisions and extension of time

If funds available

It depends on the topics and length of the meeting.

5. Do you feel that a conference of this type is an effective way to deal with your professional development needs?

It can be. Perhaps the fault is ours (mine) in that we don't express our needs.

Definitely - can also serve as a model for their EEA career education staff development conference.

Can be even more effective!

Partially

In part it does. I would like to see specific "How to" sessions.

If improved in content and organization.

How was this conference most helpful to you?

Special interest session

Interchange with other coordinators, information from Dave, Sid and Panels, AT & T

State Plan critique promoted future thinking and planning
Bicentennial conference session, too, provided reassurance that we are all faced with a monumental task
Special interest sections could have been with different resource persons and longer time period

Large group session

Exchange with others - state plan - films

Information from Dr. High

Sharing ideas and sub-groups for Advisory Groups

1. Contact with other Directors
2. Informational session

Provided valuable information in developing and using a needs assessment process

Meet people active in field

Learning of the things that other states are doing. Learning of techniques for implementation

Information provided about the upcoming Commissioner's Conference in Houston

Information sharing sessions - excellent consultants - discussion of commissions conference

Long trip, just getting started and time was up.

Needed the details relative to Commissioner's CE Conference at Houston
Needs Assessment Workshop development

The interchange among Directors

Working with people who are really dedicated to the career education concept

Meeting with other State coordinators

Chance to share with others

6. (cont.)

1. Exchange of information
2. See what other states are doing
3. Status of Federal - CE. Office work

Learning of materials, activities other states or what group leaders brought

Talking with other states, particularly in special interest sessions and informally

State Plans, Houston information

Provides specific clue on needs assessment
Provided detail on National Bicentennial
Provided specific detail on State Planning

A way to share ideas etc. and the opportunity to recommend to CCSSO our opinions.

We are finally getting to specific issues

Found out about advisory councils and how to use them

Learning experiences of others

Discussion of State Plan Critiques

Orientation

Meeting peers, small group interest areas

7. What aspects of this conference were least helpful to you?

Nite sessions

Small group sessions

Films

Social Activities

The first nights discussion of the Houston Conference

Group session

Not enough time to really develop small group projects. Some members left early on last day which broke up continuity.

Length of Personal Comments in general session

None - everything helpful to some degree

Small group on Needs Assessment - only partially useful

Monday night session

None

Dr. Hoyt's Presentation

Would have preferred additional time for Needs Assessment workshop development and completion

In my present position, the small group meetings were least useful, but still quite interesting because of my earlier career education associations and work in Oregon and Ohio.

Parts relative to Houston conference

Information available about Houston conference

Too much activity crowded into short period of time

Couldn't attend all small groups

First night on the Houston conference. First half day in small groups

Interest session

JELDOR and AT & T materials - as had previous exposure to them

Small group sessions!

Information on Houston

5. How could the CCSSO make conferences of this type more helpful to State Directors/Coordinators of Career Education?

Expand/extend time or length of conference
More opportunities to address many areas of concern at this time

Longer sessions for more indepth concentration in interest sessions

Because of travel limitations, write in your proposal, funding for state coordinators and funding for representatives of business and labor who should attend these conferences.

Need to develop more "products" from work sessions

Longer time needed

Continue as in the past

One evening should be free for participants to mix with the local environment.

Getting new ideas from other states

Continued articulation of resources sharing common approach to some universal planning and policy recommendations

More time for informal exchange of ideas

More time to exchange ideas

By disseminating more information on what other states are doing, how they are organized, what mandates they have, successes achieved, failures, etc.

Keep Dave Jesser on Board

A good job this time

More technical workshop type activities (i.e., expansion of special interest groups, opportunity to participate in more than one group, etc.)

National scene information

Keep zeroing in on special interest areas

Continue with limited work sessions but arrange so we might attend more than one.

We are on the right track with specific issues. This kind of format relating to state planning will be useful.

Zero in on one topic for longer time

Longer

Meet with chiefs if possible

9. What topics should be addressed in future conferences of this type?

Indepth interest sessions

Implementation of State Plan Developing
Staff development on federal program participation

State Plan Programs

State planning procedures
Advisory council "show and tell" sessions
Classroom demonstration sessions

Find out where on continium various states operate in terms of career education (comprehensive) and Vocational Education

Specific information about writing proposals

Proposal writing

By disseminating more information on what other states are doing, how they are organized, what mandates they have, successes acheived, failures, etc.

Some specific areas being dealt with

More regarding federal legislation

Inservice re project management and evaluation and federal legislation

Student Assessment
Curriculum Development
Occupational Cluster Concept

State Plans
Implementation methods

The same topics should be included on the programs; more time for groups to work! Each participant should be able to participate in at least two working groups.

What role should the military really have in Career Education development, dissemination and

Progress reports

Possible State Legislation mandates and without mandating but encouraging career education with funding

Needs assessment and evaluation (specific and existant examples)
Presentations by business and industry, need to know more of their "needs" and concerns

How to prepare a proposal

9. (Cont.)

Evaluation

You should continue to pursue the question of adequate, effective evaluation. You should address the questions of community involvement and interpretation of career education and its results to the various publics, including state legislatures.

Development to proposal.
Development of planned implementation

Same topics plus operational plans

Similar to these

Evaluation
Needs Assessment
Advisory Councils (state and local)
Involving Business and Industry Strategies
Dissemination/PR strategies at state level
Maintaining State Leadership Strategies

1C. Other Comments:

State Coordinators need CCSSO! It is our only and most important support system!

Some of the people who come to these are not state directors/coordinators and, therefore, are somewhat "out of things" untill the boss says; you will go. Perhaps CCSSO (Dave?) could communicate with each director and wage them to identify one other person in their section who might be attending then communicate with them directly and at the same level as you communicate with the state director/coordinator. However, I do thank you for communicating everything after I found I was to come. This has happened twice.

These national career education conferences have consistently improved because of the leadership of the CCSSO Career Education Committee and the CCSSO project Director

Appreciated the opportunity of observing and participating

Basically at St. Pete I got some good information on assessment and evaluation and here on Advisory committees. I need to get into some of the other areas.

Gets better everytime. Consider California next site- one unencumbered evening for cultural improvement

Good meeting as usual - but more time for informal exchange of ideas would be helpful

If you are going to present small groups on topics like Needs Assessment the presentors, faciliator, ought to be expert both in content and process.

Leave one night open without a scheduled meeting.

The conference was heavily bonded as to use of time. I don't know how much of the input could be internalized when the hours are so filled with structured programs. I also see value in allowing more time to interact informally, to be able to seek out persons in information related to individual needs as evidenced in the mini-sessions, and just have time to eat.

Dave has done a great job to put this conference together!